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ABSTRACT

This report presents an evaluation study of Project League which is currently implementing Individually Guided Education (IGE) through the auspices of the Merrimack Education Center in Chelmsford, Massachusetts. The purpose of the evaluation was to determine the degree of IGE goal-oriented impact that Project League has had on participating elementary schools relative to (1) IGE outcome achievement, (2) IGE role perception congruency, (3) Project League activity orientation, and (4) identification of successful practices in participating schools. The first two sections of the report discuss both the outcome achievement questionnaire and the role clarification questionnaire. These sections contain descriptions of the instruments; information concerning administration, scoring, and the population; and analyses of the data. The following section contains the computer analyses. Student interview results are discussed in the next section which consists of representative replies given to specific questions by the interviewees. A discussion of the on-site observations of League schools is the topic of the following section. The last three sections include preliminary and final recommendations, as well as a list of the successful education practices of the League schools. Six appendixes containing the proposal, questionnaires, the interview schedule, and the successful practices by schools complete this report. (RC)

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ED114367

EVALUATION OF
MERRIMACK EDUCATION CENTER'S
PROJECT
LEAGUE

1973

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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JUNE, 1973

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SP009 607

PREFACE

In undertaking a new program in schools, in particular a program having the dimensions and scope of Individually Guided Education, a critical requirement exists for some systematic form of objective, on-going assessment. If such assessment is to have any significance in the program implementation effort, it needs to take the form of a "tool" which can be readily used to identify strengths and problems, enable priority setting, and provide a rational basis for activities aimed at correcting difficulties. An assessment which is a "tool" can only be derived through the open and honest cooperation of those people who are most intimately involved in the program - building principals, unit leaders, unit teachers, and students.

Much of the information presented in this evaluation report was provided anonymously. And yet it is seen that participants at all levels were not hesitant in pointing out perceived problems and shortcomings on their part in the implementation process. Such openness and candidness on the part of educators involved in a new and dramatic change program is seen as being a vital outcome of Individually Guided Education, though it is not stated on an outcome card or on film anywhere.

It is critical to improvement of public schools - and the educational process as a whole - that such openness be encouraged and supported so that the real problems can be identified and become the focus of improvement efforts. Too often, openness in schools has been met with censure and hostility. An old proverb states that "he who would tell the truth had better have one foot in the stirrup." This evaluation report has as its objective, identification of strengths and weaknesses. If the Project League staff, in order to satisfy some irrelevant body or criterion must work with "one foot in the stirrup;" it is questionable that full energy and attention can be focused upon increased goal achievement. Be assured that in carrying out this evaluation, the team's feet were on the ground at all times.

We would like to take this opportunity to extend our sincere thanks to several persons who contributed to this evaluation report.

George Hehr, Russell Cooper, Judy Cooper, Tom Coffman, Lowell Draffen, Russell McDavid, Diane Way, Thomas McMillin and others in the Department of School Administration were extremely helpful in the instrument scoring process and deserve our thanks.

Special appreciation is extended to Mrs. Juanita Coyle and Mrs. Sue Halstead for their efforts in typing and reproducing the report.

Finally, our thanks to the Project League administrators at MEC, and the principals, unit leaders, unit teachers, and students of the participating schools for their hospitality, openness, and cooperation throughout the evaluation study.

John W. Vaughn
Robert C. Duncan

Bloomington, Indiana
June , 1973

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Introduction

In November 1972, plans were made by representatives of the Merrimack Education Center (MEC), Chelmsford, Massachusetts and the Center for Administrative Studies, Indiana University, Bloomington, Indiana for an evaluation study of the Project League currently implementing Individually Guided Education (I.G.E.) through auspices of MEC.

At the outset of the evaluation planning stage, it was conceded by the several parties that it would not be feasible to attempt to measure manifest behavior through intensive long-term observation or other field approaches to data gathering. Such longitudinal techniques, while potentially valuable, were precluded by time considerations. Instead, it was decided that the evaluation design would focus upon factors deemed important by Project League leaders and identified as critical variables by I.G.E. facilitators nationally.

The purpose of the present assessment was to determine the degree of I.G.E. goal-oriented impact that the Project League has had to date on participating elementary schools relative to:

1. I.G.E. Outcome Achievement
2. I.G.E. Role Perception Congruency
3. Project League Activity Orientation
4. Identification of Successful Practices in Participating Schools

Rationale

Implementation of a change program having the scope of Individually Guided Education imposes upon the intermediate agency a progressive need for feedback of information and data concerning achievement of the agency's goals. Such feedback enables progressive evaluation of program results and thus provides direction for planning, organizing and carrying out activities designed to modify or enhance goal achievement.

Individually Guided Education is in the process of becoming, and progressive evaluation implies that systematic feedback concerning the present status of program goal achievement is necessary periodically in order that input to I.G.E. can be made by the implementing agency. Clearly, if assessment is to have a significant role in the program implementation effort, it must go beyond a simple evaluation of "yes" or "no;" "good" or "bad." It needs to be a "tool" which can readily be used to identify problems, enable priority setting, and provide the impetus and direction for a problem-solving sequence to be generated.

A progressive evaluation of Individually Guided Education will result in statements relating to the degree to which program goals have been achieved. To the degree that objectives are being attained, the implementing agency may decide to maintain present procedures or do something different.

Individually Guided Education is an intervention system where change agents, in this case from the Merrimack Education Center (MEC), attempt to bring about innovative behavior in selected elementary schools. Personnel from MEC act as a "temporary system" in the change implementation effort in that they operate both within and among permanent systems. The intermediate agency is a temporary system in that it has a specific task (i.e. I.G.E. implementation) with a pre-specified termination point (i.e. that time when I.G.E. program goals have been achieved). MEC as a temporary system has its goal bringing about meaningful educational change without adding to the size, complexity or supervisory personnel of the permanent system.

A number of advantages appear operable in the intermediate agency - temporary systems approach to changes pertaining to I.G.E. implementation:

1. Time use in a temporary system directs attention and energy to the present time.

2. Goal redefinition, while leading at first to uncertainty and anxiety on the part of participants, has the effect of heightening the significance and meaningfulness of system objectives by virtue of member involvement in the formulation process.

3. Role redefinition within the temporary system provides members with freedom to experiment with new roles.

4. Norms develop in the temporary system, usually taking the form of (a) equalitarianism; (b) authenticity; (c) inquiry; (d) hypotheticality; (e) newism; and (f) effortfulness.

Implementation of Individually Guided Education requires that participants direct their full attention and energy to the present time. Past and future perspectives divert time and effort from vital learning or re-learning processes. The presence of a termination point for the temporary system (that point in time when the permanent system assumes full responsibility for maintaining the new or changed equilibrium) induces a necessary pressure upon I.G.E. participants to learn the process in a comparatively constricted time period, but perhaps more important, emphasizes the need on their part to achieve the goals of I.G.E.

New role definitions, i.e. "Unit Leader" or "Unit Member," fundamental to the I.G.E. multiunit organization, begin to take form in the temporary system through "testing" or "experimenting" behavior on the part of I.G.E. school role incumbents. Successful behavior - in the Unit situation during the life of the temporary system - will carry over into the permanent system operation and group norms will likewise be transferred.

Individually Guided Education has established goals (expressed as "outcomes" i.e., "The League stimulates an interchange of solutions to existing problems and is a source of ideas for new development") which can be viewed as norms of progress. Outcome achievement, in conjunction with an assessment of role perception congruency, implementing activities on the part of MEC and a summary of identified successful practices in participating schools provide an operational framework for evaluation of the Project League.

In order to generate data germane to the four major areas of focus, a variety of techniques was utilized. Two instruments were designed to attempt to gain a description of (1) the state of I.G.E. outcome (goal) achievement, and (2) perceived congruency among I.G.E. roles. All professional members of participating school staffs were asked to respond to these instruments. On-site visitations by evaluators from the staff of the Center for Administrative Studies were made in January and in May of 1973, to observe the member schools as they went about program implementation. Interviews were conducted in each participating school with students and faculty/staff personnel. Forms regarding successful practices were distributed to all principals and unit leaders in the project league. Finally, earlier assessment reports, especially those accomplished by the Institute for Development of Educational Activities (I/D/E/A/) and the Bureau of Curriculum Services of the Massachusetts State Department of Education, were reviewed and brought to bear where appropriate.

This report presents the results of the data gathering, analysis, and discussion of findings. In addition, the evaluation team has set down several suggestions based upon the data, with the intent to posit for the Project League several alternative kinds of behaviors which may be fruitful as it strives to better its I.G.E. implementation efforts.

The form taken by this report entails a description of the design of the evaluation, including instrumentation, sampling, observation, and interviewing techniques; a summation of results by instrument; a discussion of interviewing and observation findings; and a listing of implications and possible alternative behaviors deemed appropriate by the evaluators based upon the data.

It should be noted that the evaluators do not posit in this report any value judgments concerning the Project League. Such is not the intent or purpose of this undertaking. What the team has done is to report as concisely and objectively as possible, and in sufficient detail, an accurate picture of what is now the status of the selected factors treated in this study - as perceived by professionals involved in I.G.E. implementation as participants in the Project League and as observed by evaluation team members. The Project League will have as a result of the study, a more accurate and more detailed picture of the "is" than can be inferred on the basis of observation and intuition. A more accurate picture of the "is" should lead to a more careful delineation of the problems the Project League faces as an implementing agency.

With a problem-solving sequence in mind - which may be in fact a part of the I.G.E. change strategy, the evaluation should enhance every step of the process:

1. Definition of the problem, i.e., to what degree have I.G.E. Outcomes been achieved; to what extent are role perceptions congruent; to what extent have Project League activities been successful in terms of goal attainment - and have the purposes of such activities been directed at areas of greatest need.

2. Data collection, i.e., what additional data will be necessary to pose intelligent alternative solutions.

3. Generate alternatives.

4. Choose alternative course or courses of action and begun implementation preferably during summer 1973.

5. Evaluate progress of selected alternative.

Plan of the Evaluation

In order to gather information bearing upon the selected factors identified as important to Project League assessment, the evaluation team utilized questionnaire instruments, interviews, on-site visitation/observation and examination of pertinent records. Data were collected during January and May 1973, and an Interim External Evaluation Report was submitted in February 1973 to the MEC Project League by the Evaluation Team.

Instrumentation and Population

1. I.G.E. Outcome Achievement Questionnaire

The purpose of the I.G.E. Outcome Achievement Questionnaire is to generate data regarding participant perception of the extent to which I.G.E. objectives have been attained in schools.

The instrument was administered to the following Project League personnel: Principals, Unit Leaders, Unit Teachers and Unit Aides.

2. I.G.E. Role Perception Questionnaire

The purpose of the role perception questionnaire is to generate data relating to how well Project League participants perceive their respective roles, and to identify where they occur, conflicts in role perception among the incumbents. Since roles are a function of expectation, it is necessary that perceived expectations for the League, Principals, Unit Leaders and Unit Teachers be congruent in order that positive and productive role performance be manifested.

The I.G.E. Role Perception Questionnaire was administered to all project league personnel to include: Principals, Unit Leaders, Unit Teachers and Unit Aides.

Records

League records will be examined. Such examination will have as its purposes:

1. Ascertaining Project League Objectives

2. Ascertaining Project League activities relating to pursuit of stated I.G.E. goals.

It is anticipated that examination of Project League records, especially those concerned with objectives of league I.G.E. implementation activities, when compared with I.G.E. Outcome Achievement data and I.G.E. Role Perception Data will yield insights as to relevancy and impact of such activities.

Interview/Site Visitation/Observation

In order to collect data germane to successful practices in participating Project League schools, on-site visitation, observation and interviews were accomplished.

DISTRIBUTION AND RETRIEVAL PLAN

In order to facilitate distribution of instruments, and retrieval for subsequent analysis, the following plan was implemented.

1. Questionnaire Distribution and Administration

Questionnaires, directions, and appropriate materials necessary for instrument administrationwere compiled by the Center team and shipped to the MEC office of the Project League. Arrival of the materials was timed to correspond with a planned visitation by the evaluation team. The evaluation team distributed on a pre-arranged schedule, all questionnaires to each League school, and retrieved the questionnaires following completion by participants through the U.S. mail. As Table 1 shows, the percentage of responses was quite adequate for both instruments used. The percentages do not include any responses from Project League aides for reasons given on page twelve of the report.

2. Records

The Project League director was asked to provide appropriate records to the evaluation team.

3. Interview/Site Visitation

Prior to on-site visitation by members of the evaluation team, Project League schools were asked to identify specific successful practices. Interviewers visited participating schools with the object of observing the identified practices, as well as to corroborate instrument data through staff, faculty and student interviews.

TABLE I
NUMBERS AND PERCENTAGES OF INSTRUMENT RETURNS

	No. Issued	No. Returned	Percent
I.G.E. Outcome Achievement Questionnaire	302	234	.77
I.G.E. Role Perception Questionnaire	302	204	.68

INSTRUMENTATION AND RESULTS BY INSTRUMENT

I.G.E. Outcome Achievement Questionnaire

Introduction

If assessment is to be meaningful and useful, it must be accomplished in terms of success or failure in meeting stated goals or objectives. The goals or desired outcomes of the Individually Guided Education program are numerous and are presented in the I.G.E. Implementation Guide[1] in the form of "Outcome Cards." These outcomes, 35 in number, are the goals of the I.G.E. program, and provide professional staff, students and parents with clear, unambiguous statements of highly desirable future states of affairs. In effect, implementation of the Individually Guided Education program aims at full attainment by professional staff, students and parents, of the stated outcomes or goals of the program. One objective of the present assessment of the MEC Project League was to ascertain perceptions of goal attainment on the part of all participants engaged in the I.G.E. implementation effort. In order to accomplish this part of the assessment, the "I.G.E. Outcome Achievement Questionnaire" was devised.

Description of the Instrument

The purpose of the I.G.E. Outcome Achievement Questionnaire is to generate data regarding participant perception of the extent to which the goals of Individually Guided Education have been attained in Project League schools.

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[1] Published by the Institute for Development of Educational Activities, Inc., an affiliate of the Charles F. Kettering Foundation, Dayton, Ohio.

The questionnaire consists of 35 scales, each one an I.G.E. outcome, set up along continua having 20 intervals each. The intervals are grouped in four sets of five, corresponding to the extent to which goal attainment has been realized: (1) "Little Achievement;" (2) "Some Achievement;" (3) "Much Achievement;" and (4) "Very Much Achievement."

In addition to describing the extent of perceived goal achievement, the instrument also provides for examination of the goal achievement in three dimensions: Instructional Process, Self Improvement, and League Functioning.

Administration and Scoring

For each of the 35 items, the respondent places an "X" at the point on the continuum which indicates his perception of present achievement of specific I.G.E. outcomes in his project school.

Each questionnaire requires less than 30 minutes to complete. Scores were obtained by fixing the end points of the scales at "1" and "20" and computing the means for each item for the Project League. Scores, individual or mean, were also plotted on profile charts which are valuable in that they clearly depict areas of need and facilitate planning for on-going League Activities.

Population

The I.G.E. Outcome Achievement Questionnaire was administered to all principals, unit leaders, unit teachers and aides in the MEC Project League in Spring, 1973. A total of 234 completed and useable questionnaires were returned for analysis as follows: Principals - 13;

Unit Leaders - 50; Unit Teachers - 157; Aides - 14; Total - 234. Aides' responses were subsequently eliminated from the assessment study due to uneven returns from Project League Schools.[2] Thus the means and Project League Profiles are based upon a total response of 220 participants.

Analysis of Data and Results

Results of the data analysis for all Project League Personnel are shown on Project League Profile 1 which follows this page.

Referring to Profile 1, it can be seen that the Project League participants as a whole perceive high goal achievement in several outcome areas:

1. A high degree of unit organization is seen and units behave as teams.

2. Units have been organized in approximately equal numbers of two or more age groups to a high degree.

#10. The units perceive that they make decisions regarding time, space, materials, staff and students assigned to respective units.

#15. To a high degree, units perceive that they select and develop curricular materials which include (1) assessment methods; (2) specific learning objectives; (3) a variety of learning activities and (4) student performance records.

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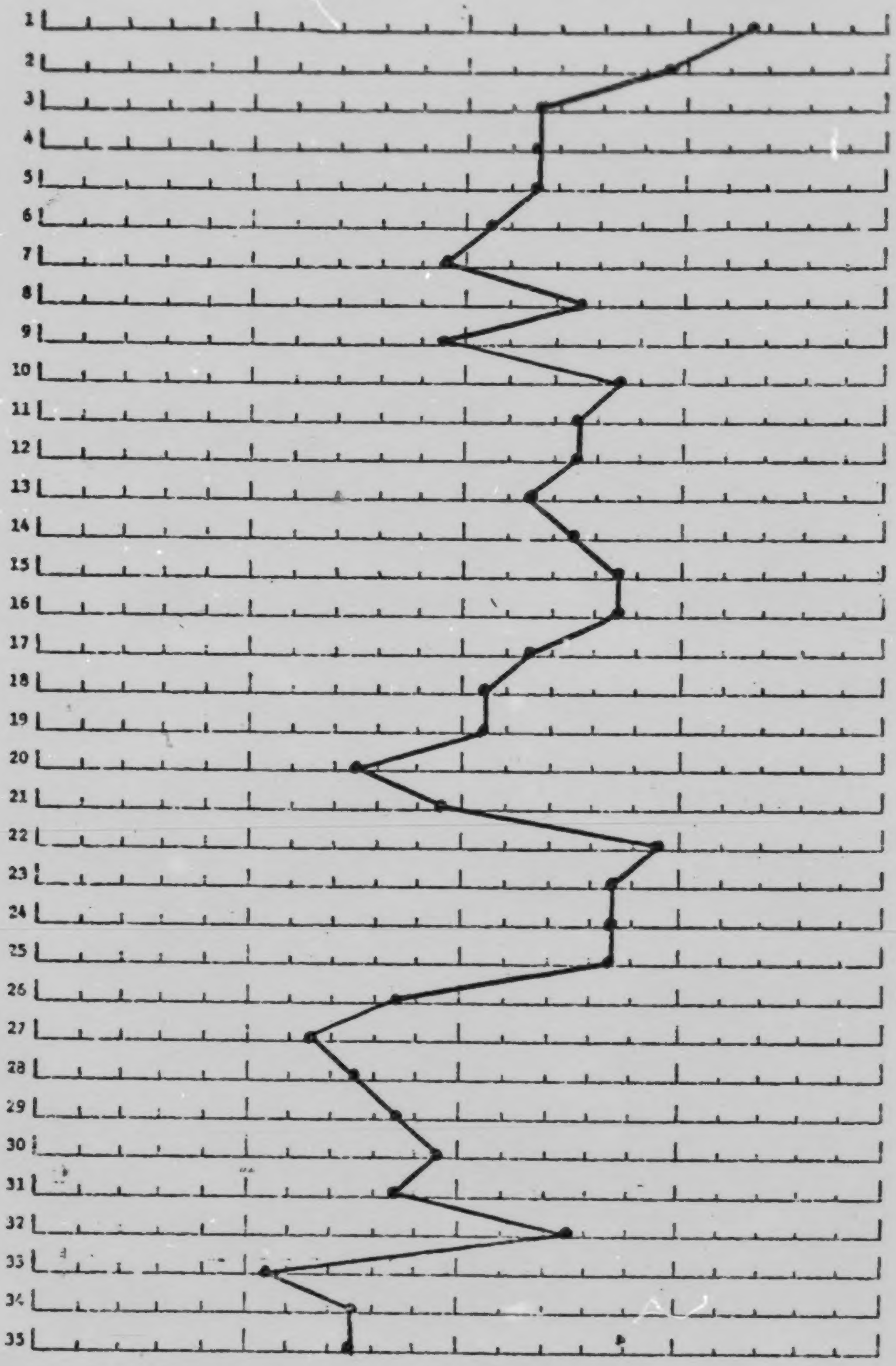
[2] Of the 14 schools returning completed instruments, six either did not have aides or did not include aides in the population.

IGI OUTCOME ACHIEVEMENT
PROJECT LEAGUE PROFILE I
TOTAL MEC LEAGUE PERSONNEL



#16. The units perceive a high degree of utilization of large groups, small groups, paired situations, and independent study as optional learning modes.

#22. Individual teacher's decisions are consistent with unit operation to large extent.

#23. When pupils are matched to learning activities, peer relationships, achievement, learning styles, interest and self concept are considered.

#24. Unit teachers insure that each student has personal rapport established with at least one teacher.

#25. Adequate opportunity is provided to insure that each teacher is fully aware of perceptions and suggestions of other unit members relating to the students with whom each has developed special rapport.

The Total MEC League Profile 1 indicates that increased attention needs to be given the following I.G.E. outcomes:

7. The IIC coordinates school-wide, inservice, educational programs.

9. The IIC devotes time to analyzing and improving committee operations.

#20. Parents are involved in the instructional process of I.G.E.

#21. Staff members of the I.G.E. school have a personalized program enabling each to learn and to implement I.G.E.

#26. Each student is involved in self-assessment procedures and analyses of assessments.

#27. Each student accepts increasing responsibility for selection of his learning objectives.

#28. Each student participates in selection of learning activities to pursue learning objectives.

#29. Each student can state learning objectives for the learning activities in which he is engaged.

#30. The unit's plans submitted by the resource teachers are constructively criticized by unit members.

#31. Teacher performance in the learning environment is constructively criticized by unit members using both planned and informal observations.

#33. The League coordinates an interchange of personnel to identify and alleviate problems within League schools.

#34. The League stimulates an interchange of solutions to existing problems and is a source of ideas for new development.

#35. The League devotes time to analyzing and improving League operations.

Profile 1, which reports the perceptions of all Project League Personnel indicates that for a great majority of I.G.E. outcomes (21 of 35 items), "Much Achievement" is seen. Moreover, "Some Achievement" is perceived for 13 other goals, and in one instance, "Very Much Achievement" is seen. In no instances was "Little Achievement" of outcomes perceived.

Given the magnitude and complexity of the I.G.E. program, and the scope and difficulty of I.G.E. goals, the perceptions of all participants are highly creditable. Examination of those items listed as needing attention will result in three basic "clusters" wherein items are interrelated. Items 7, 9, 21, 30, 31, and 32 constitute the "Self-Improvement" dimension of the I.G.E. Program and focus upon improvement of teacher skills and abilities, in-service education and the like. The Profile indicates that priority in the I.G.E. implementation program being facilitated by the MEC Project League has been assigned to the Instructional Process Dimension. That is to say that the professional staff in each participating school has placed primary emphasis upon achieving those outcomes related to teaching-learning. Self-Improvement Outcomes, at least as they are viewed by principals, unit leaders and unit teachers, are more long-range in terms of the whole I.G.E. program.[3]

Outcomes focused upon League activities or League goals (Items 33, 34 and 35) were perceived as only somewhat achieved by participants. Once more, given the involvement of participants with Instructional Process Outcomes in their schools, there is some question as to the visibility of the League at the building level, and certainly a degree of uncertainty among participants as regards sources of ideas, services, materials, and the like. As Profile 1 shows, the achievement by the Project League of the league-oriented outcomes is perceived to be comparatively low.

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[3] Assignment of number one priority to Instructional Process Outcomes in the present study corroborates findings in earlier studies accomplished in I.G.E. schools other than the MEC Project League. This is not seen by the authors as surprising or unusual since the main press of the I.G.E. program is to learn and develop new and productive ways in which to conduct the school's learning program.

The third "cluster" seen in those goals which were perceived as having been achieved only somewhat is composed of items bearing upon student ability to select learning objectives and learning activities, and assess themselves. Such a skill for students, as others, is an evolving one.

Summary

The Project League Personnel Profile 1 indicates that progress toward I.G.E. outcome achievement is perceived as being considerable at the present time. Obviously goal attainment will be along a "broken front," and the Project League is showing more achievement in some areas than in others. In several instances, considerably more effort needs to be made toward outcome achievement.

In order to provide a more detailed analysis of Project League outcome achievement, the data are reported in the following section using a profile for principals, one for unit leaders, and one for unit teachers. Several small differences in perception were seen among these profiles, however, no variation which would suggest radically different perceptions resulted from the analysis.

MEC League Principals Profile 2 tends to be somewhat more concentrated in the "Much Achievement" area than unit leaders and unit teachers, but not to very great measure. Unit leaders and unit teachers are quite congruent in their perception of goal attainment by the Project League.

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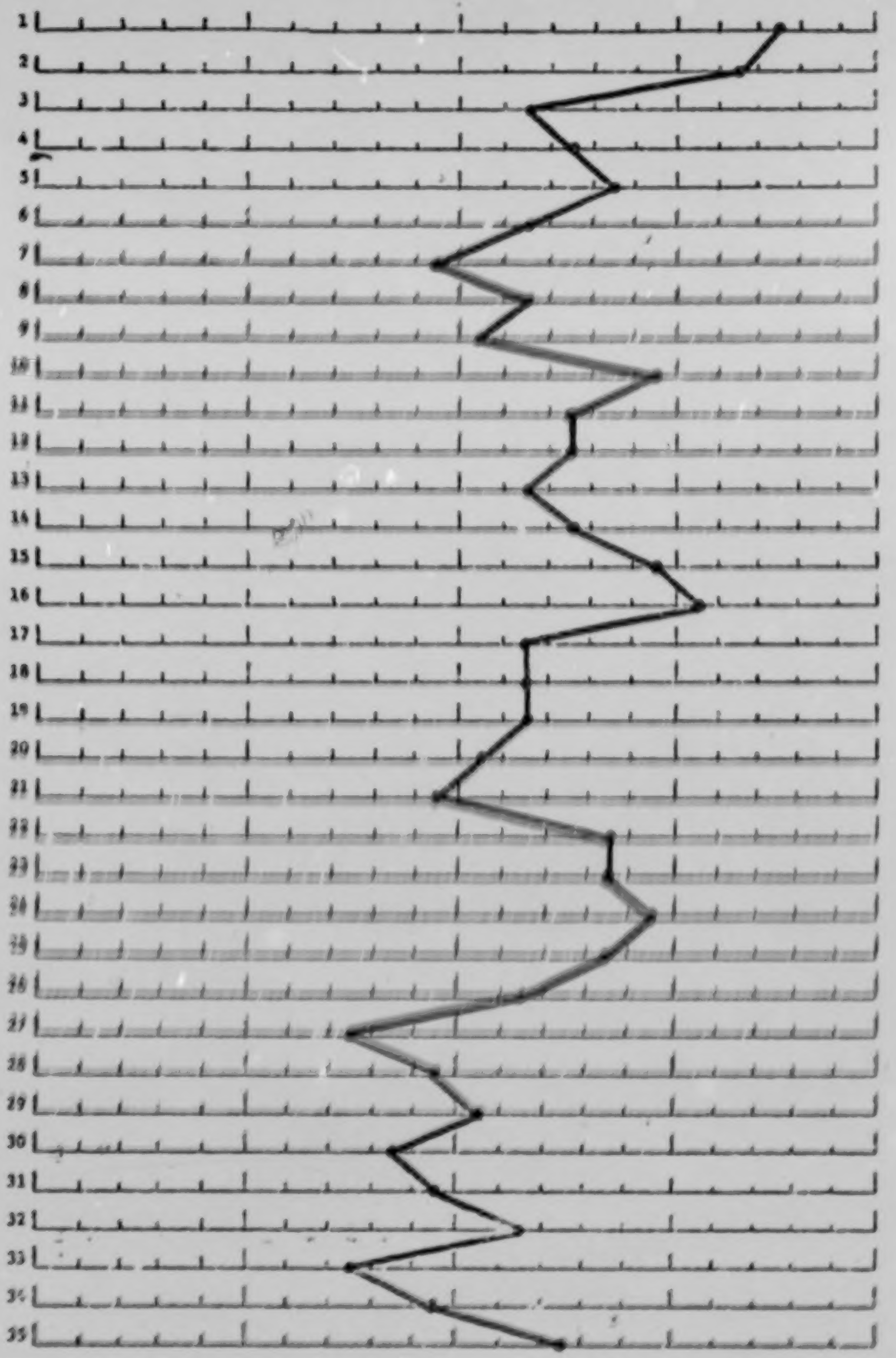
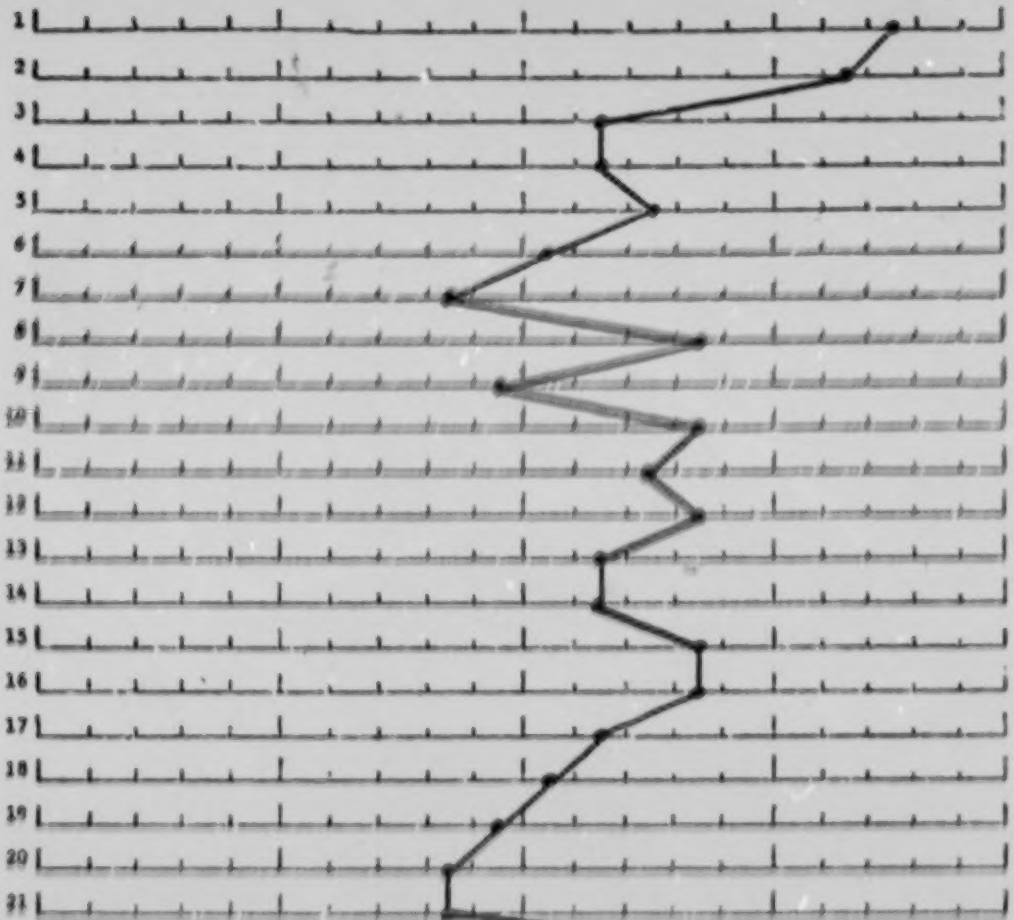
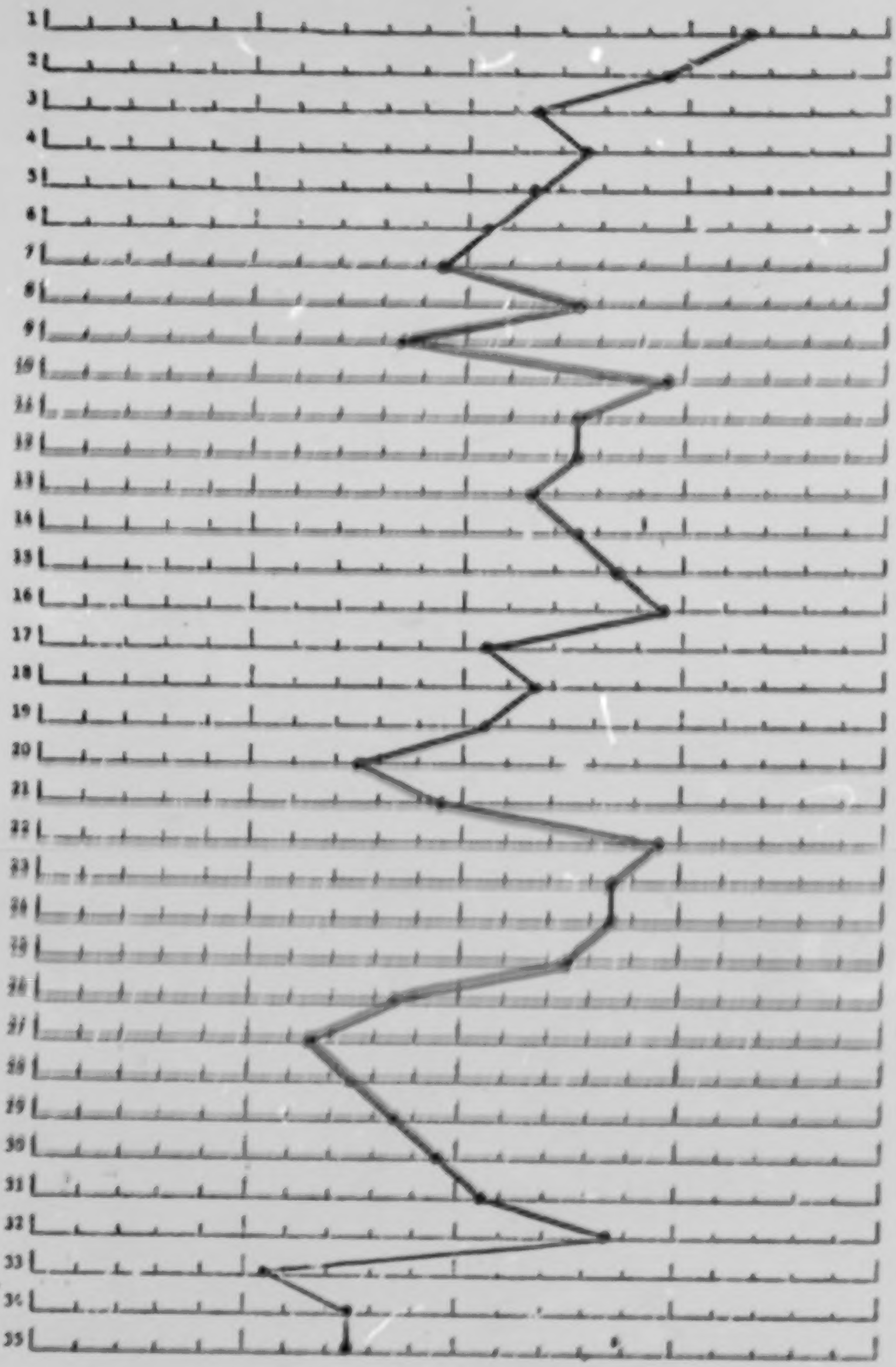
IGE OUTCOME ACHIEVEMENT
PROJECT LEAGUE PROFILE 2
MEC LEAGUE PRINCIPALS



IGE OUTCOME ACHIEVEMENT
PROJECT LEAGUE PROFILE 3
MEC LEAGUE UNIT LEADERS



IGE OUTCOME ACHIEVEMENT
PROJECT LEAGUE PROFILE 4
MEC LEAGUE UNIT TEACHERS



In order to provide as much helpful feedback as possible to individual schools in the Project League, profiles for each school, reported for (1) Principal, (2) Unit leaders (3) Unit teachers and (4) Entire school staff appear as Appendix D to this report. Careful use of these profiles could conceivably form a basis upon which school staffs could set priorities and carry out action programs designed to enhance outcome achievement.

ROLE CLARIFICATION QUESTIONNAIRE

Introduction

The purpose of the Role Clarification questionnaire was to generate data relating to how well Project League participants perceive their respective roles and to identify where they occur, conflicts in role perception. Since roles are a function, at least in part, of expectation, it is necessary that perceived expectations for the League, Principals, Unit leaders and Unit teachers be congruent in order that positive and productive role performance be manifested.

Description of the Instrument

The questionnaire consists of fifty responsibilities or activities which must be provided by basic IGE roles: Unit teachers, Unit leader, principal, League, League Facilitator.

Administration and Scoring

For each activitity the respondent was asked to put an "x" in the category which would indicated which IGE role the respondent believed was responsible for that activity.

The questionnaire requires less than fifteen minutes to complete.

Scores were obtained by an item frequency count. Totals and percentages were also computed for each role.

Population

The Role Clarification Questionnaire was administered to all principals, Unit leaders, and Unit teachers in the MEC Project League in Spring, 1973. A total of 204 completed and useable questionnaires was returned for analysis as follows: Principals - 13; Unit Leaders - 48; Unit Teachers - 143; Total - 204.

Analysis of Data

The respondents were asked to examine 50 basic activities and to identify the person or agency responsible for that activity. The data drawn from principals' responses are presented in the following table. Thirteen principals responded.

TABLE 1 . ROLE CLARIFICATION QUESTIONNAIRE: DATA FOR PRINCIPALS

RESPONSIBILITIES	Roles and Frequency of Responses					
	Unit Teacher	Unit Leader	Principal	League	League Facilitator	Other
1. Supervises interns or student teachers.	8	2	2			1
2. Serves as chairman of the Unit.		13				
3. Selects teaching strategies. (methods)	13					
4. Identifies student learning disabilities	11					2
5. Serves as chairman of the IIC.		2	11			
6. Organizes inservice programs for League schools.		1	2	1	7	2
7. Assists Units in self evaluation. (improvement)		1	11	1		
8. Provides a source of ideas from outside a school.	1		2	3	4	3
9. Develops rapport with individual stu students	12					
10. Reports to parents on pupil progress.	13					
11. Serves as a clearinghouse in identification of resource people.			6	1	5	1
12. Assigns students to Units.	6	1	6			
13. Assigns teachers to Units.	1		11			1
14. Formulates and distributes Unit meeting agendas.		12	1			
15. Assesses student performance.	12	1				
16. Publishes League Newsletter.	1			6	6	
17. Identifies student learning styles.	11	1			1	
18. Selects Unit leaders.	4		4		3	2

TABLE 1 (Continued)

RESPONSIBILITIES	Roles and Frequency of Responses					
	Unit Teacher	Unit Leader	Principal	League	League Facilitator	Other
19. Coordinates League meetings.	1			2	10	
20. Identifies and recruits new League members.			1	2	9	1
21. Provides leadership training for IGE personnel.		1		2	10	
22. Monitors IGE outcome achievement	1	1	4	1	4	2
23. Prepares a list of specific learning objectives for each instructional goal.	9	2	2			
24. Facilitates IGE work groups in a building.		1	11			1
25. Assesses pupils to determine which objectives have been achieved.	12	1				
26. Provides laison with IDEA and/or Wisconsin R & D.					13	
27. Builds appropriate learning program for each pupil.	13					
28. Represents Unit teachers on IIC.		13				
29. Decides how many students in each Unit.		1	11			1
30. Decides student age range in each Unit.			7	1		3
31. Allocates time to be spent on each learning activity.	8	3				2
32. Communicates IIC decisions to the Unit.		13				
33. Chairs a Unit-Parent meeting.		12	1			
34. Represents building staff viewpoints at Central Office level.			13			
35. Evaluates probationary teachers.			13			
36. Coordinates teacher exchanges between buildings.			9		3	1
37. Helps school staffs identify and resolve problems.			9		3	1
38. Provides resource personnel to resolve problems.			5		8	
39. Organizes the Hub Committee.					13	
40. Allocates resources within the building.		1	12			

TABLE 1 (Continued)

RESPONSIBILITIES	Roles and Frequency of Responses					
	Unit Teacher	Unit Leader	Principal	League	League Facilitator	Other
41. Evaluates Unit leaders.			12			1
42. Responsible for home-school communication.		1	11			1
43. Selects student instructional materials.	11	2				
44. Coordinates the work of special teachers with Unit activities.	1	6	6			
45. Explains the IGE program to building visitors.			13			
46. Assigns extracurricular duties. (i.e., bus duty)		3	10			
47. Determines activities of Unit aides	2	9				
48. Evaluates aide performance.	2	9				1
49. Coordinates Hub Committee activities.				3	10	
50. Coordinates IGE school research activities.			7		6	
Totals	153	115	213	23	113	28
Percentage of totals	24	18	33	3.5	18	3.5 %

Findings

1. The League facilitator, rather than the League itself, was viewed by principals as being responsible for a substantial number of IGE activities.
2. Principals perceived themselves as responsible for 33 percent of the basic activities.

3. All activities relating to Hub coordination, teacher exchanges and outside resources' coordination were clearly identified as League, League facilitator and/or principal responsibilities.
4. With few exceptions, activities requiring an intimate knowledge of and working relationship with individual students were perceived to be the responsibility of Unit teachers.
5. "Provides a source of ideas from outside a school" and "Monitors IGE outcome achievement," are responsibilities that showed substantial diversity of opinion on the part of principals.

Forty-eight Unit leaders responded to the Role Clarification Questionnaire and the data from their responses are presented in the following table.

TABLE 2. ROLE CLARIFICATION QUESTIONNAIRE: DATA FOR UNIT LEADERS

RESPONSIBILITIES	Roles and Frequency of Responses					
	Unit Teacher	Unit Leader	Principal	League	League Facilitator	Other
1. Supervises interns or student teachers.	40	8				
2. Serves as chairman of the Unit.		48				
3. Selects teaching strategies. (methods)	48					
4. Identifies student learning disabilities.	47					1
5. Serves as chairman of the IIC.			48			
6. Organizes inservice programs for League schools.	4	4		16	24	
7. Assists Units in self evaluation. (improvement)	8	8	28		4	
8. Provides a source of ideas from outside a school.		4	4	32	8	
9. Develops rapport with individual students.	48					
10. Reports to parents on pupil progress.	48					
11. Serves as a clearinghouse in identification of resource people.		3	15	5	20	5
12. Assigns students to Units.	13		35			
13. Assigns teachers to Units.			48			
14. Formulates and distributes Unit meeting agendas.		45	3			
15. Assesses student performance.	48					
16. Publishes League Newsletter.			2	45	1	
17. Identifies student learning styles	48					
18. Selects Unit leaders.	1		31		16	
19. Coordinates League meetings.				8	48	
20. Identifies and recruits new League members.				23	24	
21. Provides leadership training for IGE personnel.			2	21	22	3
22. Monitors IGE outcome achievement.		11	12	6	19	
23. Prepares a list of specific learning objectives for each instructional goal.	48					
24. Facilitates IGE work groups in a building.			40		6	
25. Assesses pupils to determine which objectives have been achieved.	48					

TABLE 2 (Continued)

RESPONSIBILITIES	Roles and Frequency of Responses					
	Unit Teacher	Unit Leader	Principal	League	League Facilitator	Other
26. Provides laison with IDEA and/or Wisconsin R & D.			3	6	39	
27. Builds appropriate learning program for each pupil.	48					
28. Represents Unit teachers on IIC.		48				
29. Decides how many students in each Unit.		5	43			
30. Decides student age range in each Unit.			48			
31. Allocates time to be spent on each learning activity.	48					
32. Communicates IIC decisions to the Unit.		48				
33. Chairs a Unit-Parent meeting.		40	8			
34. Represents building staff viewpoints at Central Office level.			48			
35. Evaluates probationary teachers.			48			
36. Coordinates teacher exchanges between buildings.			39	5	3	1
37. Helps school staffs identify and resolve problems.			36	6	6	
38. Provides resource personnel to resolve problems.			31	8	5	2
39. Organizes the Hub Committee.			1	17	30	
40. Allocates resources within the building.			48			
41. Evaluates Unit leaders.			48			
42. Responsible for home-school communication.	3		45			
43. Selects student instructional materials.	43					5
44. Coordinates the work of special teachers with Unit activities.	16	27	5			
45. Explains the IGE program to building visitors.	3	5	40			
46. Assigns extracurricular duties. (i.e., bus duty)	3	6	38			1
47. Determines activites of Unit aides.	21	27				
48. Evaluates aide performance.	21	26	1			
49. Coordinates Hub Committee Activities.				14	29	5
50. Coordinates IGE school research activities.			20	2	26	
Totals	665	357	818	214	330	23
Percentage of total	27	15	34	9	13	1 %*

*Not equal to 100% due to rounding off.

Findings

1. The Unit leaders' and principals' views of the principals' responsibilities were almost identical.
2. The Unit leaders assigned more responsibilities to the League than did the principals, but fewer to the League facilitator. However, the combined totals (League plus League facilitator) were nearly equal: 22 percent versus 21.5 percent.
3. The Unit leaders assigned themselves 3 percent fewer responsibilities and Unit teachers 3 percent more than did the principals. The difference can be accounted for by the discrepancies in aide-related activities (#47-48), inservice programs (#6) and self improvement (#7).
4. The Unit leaders, as a group, did not establish clearly which group they felt responsible for monitoring IGE outcome achievement.

One hundred forty-three teachers responded to the Role Clarification Questionnaire and the data from their responses are presented in the following table.

TABLE 3 . ROLE CLARIFICATION QUESTIONNAIRE: DATA FOR UNIT TEACHERS

RESPONSIBILITIES	Roles and Frequency of Responses					
	Unit Teacher	Unit Leader	Principal	League	League Facilitator	Other
1. Supervises interns or student teachers.	108	28	7			
2. Serves as chairman of the Unit.		143				
3. Selects teaching strategies. (methods)	137		6			
4. Identifies student learning disabilities.	138					5
5. Serves as chairman of the IIC.		21	115		7	
6. Organizes inservice programs for League schools.	14	13	14	21	74	7
7. Assists Units in self evaluation. (improvement)		27	108	8		
8. Provides a source of ideas from outside a school.	9		8	98	28	
9. Develops rapport with individual students.	143					
10. Reports to parents on pupil progress.	143					
11. Serves as a clearinghouse in identification of resource people.		20	36	37	50	
12. Assigns students to Units.	80	14	35			14
13. Assigns teachers to Units.			116	9		18
14. Formulates and distributes Unit meeting agendas.		116	18	9		
15. Assesses student performance.	135				8	
16. Publishes League Newsletter.	57			165	21	
17. Identifies student learning styles	140					3
18. Selects Unit leaders.			21	21	101	
19. Coordinates League meetings.			10	65	67	
20. Identifies and recruits new League members.			22	58	63	
21. Provides leadership training for IGE personnel.	32	7	7	48	47	
22. Monitors IGE outcome achievement.	14	7	7	57	58	
23. Prepares a list of specific learning objectives for each instructional goal.	131	7			2	3
24. Facilitates IGE work groups in a building.	8	21	93		14	7
25. Assesses pupils to determine which objectives have been achieved.	143					

TABLE 3 (Continued)

RESPONSIBILITIES	Roles and Frequency of Responses Unit Teacher	Unit Leader	Principal	League	League Facilitator	Other
26. Provides laison with IDEA and/or Wisconsin R & D.			28	79	42	
27. Builds appropriate learning program for each pupil.	136					7
28. Represents Unit teachers on IIC.		143				
29. Decides how many students in each Unit.		143				
30. Decides student age range in each Unit.		135				8
31. Allocates time to be spent on each learning activity.	111	7	8			14
32. Communicates IIC decisions to the Unit.		143				
33. Chairs a Unit-Parent meeting.	6	77	60			
34. Represents building staff viewpoints at Central Office level.		8	135			
35. Evaluates probationary teachers.	15		121			7
36. Coordinates teacher exchanges between buildings.			87	20	15	21
37. Helps school staffs identify and resolve problems.		6	88	28	21	
38. Provides resource personnel to resolve problems.		7	67	41	28	
39. Organizes the Hub Committee.		9	27	78	29	
40. Allocates resources within the building.	13		115	7		8
41. Evaluates Unit leaders.	21		122			
42. Responsible for home-school communication.	86		57			
43. Selects student instructional materials.	112		22			9
44. Coordinates the work of special teachers with Unit activities.	80	13	43			7
45. Explains the IGE program to building visitors.	10		133			
46. Assigns extracurricular duties. (i.e., bus duty)	8	24	102	9		
47. Determines activites of Unit aides.	93	28	14	6		
48. Evaluates aide performance.	71	23	42	7		
49. Coordinates Hub Committee Activities.		14	15	57	35	
50. Coordinates IGE school research activities.		8	57	35	35	8
Totals	2194	1212	1966	659	767	145
Percentage of total	31	17	26	12	11	2 %*

*Not equal to 100% due to rounding off.

Findings

1. The Unit teachers as a group, identified themselves as being responsible for 31 percent of the basic activities, while the principals had given them a score of 24 percent and the Unit leaders identified the Unit teachers as being responsible for 27 percent of the activities.
2. The discrepancies identified in finding #1 above can be accounted for by the following:
   - (A) Unit teachers feel much more responsible for aide-related activities (directing and evaluating) than principals and Unit leaders felt they were.
   - (B) Unit teachers feel much more responsibility for coordinating the work of special teachers.
   - (C) No principal identified home-school communication as a Unit teacher responsibility while 80 teachers said it was their responsibility.
3. Of the three respondent groups, Unit teachers assigned the fewest responsibilities to League facilitators.
4. About 15 percent of the Unit teachers assigned teachers the responsibility of evaluating Unit leaders.

Other Role Clarification Findings

1. Each respondent group unanimously perceived the Unit leader as Unit chairman.
2. Each respondent group unanimously viewed the Unit teacher as being responsible for "develops rapport with individual students" and "Reports to parents on pupil progress."

3. With the exception of one principal; the groups were unanimous in assigning Unit teachers the responsibility for "Assesses pupils to determine which objectives have been achieved."
4. The responsibility, "Organizes inservice programs for League schools" was assigned by half of each respondent group, primarily to the League facilitator. Approximately one-half of each group assigned this responsibility uniformly among the other choices.
5. Seventy-one percent of the Unit teachers believe League facilitators are responsible for selecting Unit leaders; one-third of the Unit leaders believe this; and 23 percent of the principals indicated that League facilitators selected Unit leaders.
6. The majority of each respondent group assigns the League and League facilitator the basic responsibility for monitoring IGE outcome achievement and providing leadership training for IGE personnel.

Item Analysis

In the following section each of the responses to the 50 basic responsibilities will be examined briefly to identify potential incongruency. The word "None" will indicate no incongruency. A comment will be made if an incongruency appears to exist.

1. None
2. None
3. None
4. None
5. None
6. None. (Despite the divergent answers, there is no inconsistency: inservice programs can and should be generated and initiated by many sources.)

7. Principals, Unit leaders, Unit teachers and the League should all provide some assistance to Units in the improvement process. This responsibility needs clarification regarding kind and extent of assistance.

8. None. (However, Unit teachers overwhelmingly identified the League as being responsible for providing a source of ideas.)

9. None.

10. None.

11. Principals did not identify Unit leaders in the "clearinghouse" function while both Unit leaders and teachers did.

12. None.

13. Six percent of the teachers felt that the League was involved in assigning teachers to Units.

14. None.

15. Six percent of the teachers felt the League was involved in assessing student performance. This would be accounted for by the League-sponsored I/D/E/A/ questionnaires.

16. None.

17. None.

18. Selecting a Unit leader is the responsibility of the local school or school district yet 81 percent of the teacher identified this as League or League facilitator responsibility.

19. None.

20. None.

21. Unit teachers (22 percent of them) perceived teachers to be responsible for providing leadership training; however, neither principals or Unit leaders responded in that way.

22. Monitoring IGE outcome achievement is a basic responsibility of all respondent groups yet no Unit leader identified it as a teacher responsibility.

23. None.

24. The discrepancy in this item can probably be accounted for by the fact that Unit leaders and principals have experienced training programs focusing on "work groups," while Unit teachers have not.

25. None.

26. None.

27. None.

28. None.

29. None.

30. None.

31. None (The apparent discrepancy is not related to an understanding of and commitment to IGE; it is a function of variations in school policies.)

32. None.

33. None.

34. None.

35. Unit leaders and principals unanimously gave the responsibility for evaluating probationary teachers to principals; however, Unit teachers (15 percent) assigned this responsibility elsewhere.

36. None.

37. None.

38. None.

39. None.

40. All respondent groups identified the responsibility to allocate building resources primarily to the principal; yet, teachers were not unanimous.

41. Principals and Unit leaders were unanimous in assigning principals the responsibility for evaluating Unit leaders. The Unit teacher disagreed with about 15 percent assigning this responsibility to teachers.

42. There is a major discrepancy here that was noted earlier in Unit Teacher Findings (2c).

43. No principal and no Unit leaders identified principals as responsible for selecting student instructional materials; yet, 15 percent of the teachers assigned this responsibility to principals.

44. None.

45. None.

46. None.

47. There is a major discrepancy here that was noted in Unit Teacher Findings (2a).

48. There is a major discrepancy here that was noted in Unit Teacher Findings (2b).

49. None.

50. None.

/I/D/E/A/ KETTERING'S OUTCOMES QUESTIONNAIRE FORM 2 REPORTED IN JANUARY, 1972 AND JANUARY, 1973

As part of its ongoing assessment program /I/D/E/A/ administered outcomes questionnaires in January, 1972 and January, 1973. The sample size in 1972 was 85 and in 1973 it was 30. The following information is a discussion of the data generated by those questionnaires as they relate to the League evaluation now being reported. No attempt will be made to discuss every item; emphasis will be given to items indicating perceptions of the League.

#13. To your knowledge has the league coordinated an interchange of personnel to identify and alleviate problems within your school?

	1972 %	1973 %
A. No	32.9	50.0
B. What is a "league"?	27.1	0.0
C. Yes, once or twice	12.9	33.3
D. Yes, several times	2.4	16.7

More than one-fourth failed to identify a "league" in 1972. Every respondent identified "league" in 1973. The "league" is clearly becoming more visible and is being viewed as providing positive services.

#14. Do you perceive the "League" as a functioning source of ideas and solutions to existing problems?

	1972 %	1973 %
A. No	32.9	30.0
B. What is a "league"?	10.6	3.3
C. Only to a small degree	44.7	46.7
D. Yes, it has frequently been very helpful	9.4	20.0

This item too supports the position that the league is becoming more visible and more helpful. The percentage of "very helpful" responses more than doubled in one year.

*15. Respond to the statement "The League has been a valuable source of consultant help to my Unit."

	1972	1973
	%	%
A. Not once during the past year	51.8	53.3
B. At least once during the past year	27.1	30.
C. 2-5 times during the past year	12.9	16.7
D. 6 or more times during the past year.	2.4	0.0

These responses do not indicate any substantial changes in perceptions of the league as a consultant to Units.

#16. Respond to the following "The League critiques and improves its own operations."

	1972	1973
	%	%
A. Effectively	16.5	0.0
B. Adequately	12.9	26.7
C. Ineffectively	7.1	0.0
D. Not at all	11.8	3.3
E. I don't know	48.2	66.7

Despite the mixed response, it seems clear, on the basis of this evidence, that the average Unit member is not aware of the League's self-improvement efforts.

/I/D/E/A/ Kettering's Outcomes Questionnaire, Form 2, April, 1973

In April, 1973 /I/D/E/A/ administered the same questionnaire to a national sample of 3531 IGE Unit members. In that sample was one school from Project League. The school that was used was (1) the smallest in the League and (2) the newest addition to the League. The data were reported for the school, the league, and all IGE schools. While it's possible, by virtue of sampling techniques for the new, small, Project League school to be included in the national sample (where data were reported by individuals not leagues), it is not appropriate to consider the one Project League school to be an adequate sample of the responses of MEC schools.

STUDENT INTERVIEW RESULTS

With the purpose of gaining information concerning student knowledge and understanding of Individually Guided Education concepts, the evaluation team interviewed a total of 154 students, randomly selected in each building during the May site visitation. An open-ended structured interview schedule was utilized by evaluation team members. The interview schedule appears as Appendix E to this report. Because of the overwhelming similarity of responses generated by the interviews, and the open-ended nature of items, frequency counts or other numerical analyses of responses is inappropriate. Instead, this section of the evaluation report will consist of representative replies given to specific questions by the preponderance of interviewees.

Representative Responses

Item

1. Do you like school more this year than last? Why? Why not?

   Most students interviewed stated that they liked school better this year than last for several reasons:

   (a) "they are able to do more of what they choose to do."

   (b) "they get to work with their friends more often."

   (c) "they work with several teachers and not just one all day."

2. Do your parents like your school more this year than last? Do you know why?

   Interviewees were not sure whether parents liked school better this year compared with last, but in the main reported that their parents liked their school.

Representative Responses

Item

3. Have your parents attended a meeting about your school?

A great majority of interviewees reported that their parents had visited school at least once during this school year.

4. What is I.G.E. - do you know?

Responses to this item varied. Several illustrative answers were:

(a) "I don't know"
(b) "IMS Math"
(c) "The pictures down by the office"
(d) "A way of grading"
(e) "A way for kids to learn better"
(f) "A way to divide kids up"
(g) "Downstairs in the cafeteria"

Of the total population interviewed, most of which included students ages 7-12, only two or three indicated that I.G.E. was Individually Guided Education and involved each pupil learning at his own speed and in the way that is best for him. A general lack of knowledge concerning what a "unit" is was also noted by interviewees.

5. Have your parents heard of I.G.E.?

Most pupils replied that they didn't know whether their parents had heard of I.G.E.

Representative Responses

Item

6. Not counting music, art, physical education, or library, how many teachers in this school teach you?

Respondents stated that they were taught each day by 3-5 teachers, not counting music, art or physical education.

7. Are you taught in the same place all day? (Do not count special subjects such as instrumental music or gym.)

Most students indicated that they moved from place to place for instruction.

8. Are the same students in class with you all the time?

The response was varied for this item. Some pupils reported being in the same groups; some reported being in different groups depending on the instruction being given.

9. Are there older or younger students in your class? (Students from other grade-levels.)

All respondents stated that children of differing ages were in their groups.

10. Do you like having older and younger students in your class?

Respondents didn't express much concern, pro or con, to younger and older students in their groups.

11. How often are you taught with just you and a teacher?

Most respondents stated they were taught in a tutorial mode just when they were having problems. In no case did a student report being in a tutorial mode on a regular or systematic basis.

12. How often do you work on things that you choose?

Responses to this item varied from school to school and child to child. No trend could be discerned.

Representative Responses

Item

13. How often do you work with one other student?

Most students reported that they worked quite often with one other student - usually a close friend.

14. How often are you taught in a small group (4 to 13 pupils)?

The predominant response was that they worked in small groups in reading.

15. How often are you taught in a whole classroom size group (25 to 30 pupils)?

The great majority of students reported working in a classroom size group (25-30 pupils) "most of the time." In several schools, responses indicated that except for reading (small group) and math (individualized), this mode was prevalent.

16. How often are you taught in a large group (50 or more pupils)?

Students in several of the schools indicated a "sometimes" response. In other schools, "never" was given in reply.

17. How often do you choose what you want to learn?

Answers to this item ranged from a lack of understanding as to what was meant to "often." No discernible trend could be seen.

18. How often are you permitted to use the learning center (IMC)?

Most use of the IMC (learning center or library - depending upon building usage) was perceived by students as regularly scheduled. In the instance of some 8-10 students, individual research projects were being carried out and they were permitted to go to the facility during a scheduled class.

Representative Responses

Item

19. How often are you taught something you already know?

Responses ranged from "hardly ever" to "a lot of the time." No predominant reply was noted.

20. When you begin each activity, do you understand what you are supposed to learn?

Students responded that when beginning an activity they either knew what they were supposed to do or could ask their teachers. Interviewees were not certain as to what being aware of expected learning entailed.

21. After you are taught something, do you and your teacher agree on how well you learned it?

Responses were diverse, although some agreement among students interviewed suggests considerable agreement between teachers and students.

Discussion of Interview Results

Based upon responses of students enrolled in participating Project League schools, several comments seem appropriate.

First, and very important, greater attention seems necessary to insuring that students know what Individually Guided Education is. Student lack of understanding or misunderstanding of what the program is can have serious implications vis-a-vis parent understanding and support.

Of equal concern is the notion held by students that I.G.E. is the IMS math program and/or the reading program. It might also be stated here that student perception in this regard was not incongruent with the perception of a number of faculty personnel interviewed in several schools.

Clearly, the major I.G.E.-oriented efforts by participants in the Project League have been centered upon individualized or individualizing mathematics and reading content areas. This emphasis has resulted, it appears, in a serious misconception among some faculty and large numbers of students that I.G.E. *is* individualized mathematics (i.e. IMS math) and individualized reading (i.e. Wisconsin Design). In *no* case did either faculty member or student interviewee state the social studies or science content areas were being planned and carried out using the I.G.E. planning system.

Interviews with building principals and professional building staff members were carried out during the May site-visitation and were informal in nature. Responses varied from building to building since faculty concerns were different.

Of general concern to most professionals interviewed were:

1. Need for more instructional materials
2. Need for more planning time.

Priorities stated by the several buildings included:

1. Implementation of the Croft Reading Program
2. Learning stations
3. Individually guided motivation
4. Mathematics management system
5. Phonics skills
6. Taped programs
7. Skill assessment
8. EPC spelling program
9. TV teaching using I.G.E. learning cycle

As is evident upon reviewing the priorities generated by administrators and teachers in the Project League, emphasis is exclusively upon "things." The perception seems to be one of seeing I.G.E. as a curriculum program in which more materials will enhance implementation. Or as one administrator put it "Reading and math in the morning equals I.G.E. Science and social studies in the afternoon are the content areas." Such a perception raises serious doubt as to whether or not the outcomes of Individually Guided Education are very well understood.

ON-SITE OBSERVATIONS OF LEAGUE SCHOOLS

One basic reason for the two-member evaluation team visiting each school was for the purpose of interviewing a sample of students, using the Student Interview Guide. Those interview results are reported elsewhere in this document.

A second major purpose in having both evaluation team members visit simultaneously was to allow the evaluators to share observations and perceptions of the extent and quality of I.G.E. implementation. Thus, the on-site visits were used to generate information as well as to corroborate other data.

Written questionnaire results are valuable since (1) they allow as much as 100 percent of the participants to respond, (2) they are quantifiable, (3) the data can be gathered individually over a period of time, (4) they do not require the presence of the evaluator, and (5) they lend themselves to objectivity on the part of the evaluator and annonymity for those being evaluated.

Written questionnaire results have limitations as well. There are always the dangers of misinterpretation of instructions, scoring error, an annonymous and thus, perhaps a casual attitude toward reporting, a tendency to report what is most desirable instead of real, and finally, resentment of the "imposition" of answering a questionnaire, on the part of participants.

The on-site observations were designed to give evaluators a view of what was happening: What was going well, what wasn't, and why. The on-site observations provided insight into questions such as:

1. Are the day-to-day operations of the individual teachers consistent with implementation goals?

2. Are there evidences of I.G.E. planning by Units?
3. Is the self-improvement process a visible concept?
4. What roles are played by the principal?
5. Are there evidences of the use of a variety of learning modes?
6. Are learning styles used as criteria when planning diversified experiences?
7. What appears to be the climate or atmosphere of the building?

Observations

A. I.G.E. literature and training emphasize the need to assign teachers to Units to utilize their complementary strengths and to practice role specialization. This concept has been both a blessing and a curse in Project League schools. There was ample evidence of teacher role specialization in the majority of the schools. However, there were also several attendant problems.

   1. Role specialization has become institutionalized (the way of life) and the need for effective team planning has decreased in some Units.
   2. A "teaching strength" in I.G.E. means process, as well as subject matter competency. The evaluation team found little evidence of teachers being assigned responsibilities because of process skills, or the need to develop process skills.
   3. Role specialization can lead to compartmentalization. If all students must have the same amount of instruction in science, math, reading, etc., every day, individualization suffers.

B. I.G.E. Unit planning time is a precious commodity and the amount of time available varies from school to school. The use teachers make of their planning time varies as well. Too much planning time is spent on routine activities. There was no evidence of a coordinated, systematic instructional design. In the January, 1973 Outcome Questionnaire 10% of the respondents indicated that they never had Unit planning sessions where broad instructional goals are determined. The evaluation team found little evidence of effective team or Unit planning. Building principals have both the skills and the responsibility to monitor Unit meetings to insure that valuable Unit planning time is spent productively. In some schools the overemphasis on role specialization (departmentalization) has relegated Unit planning to an unimportant level. Packaged curriculum programs, with objectives, and activities, and the entire management system preplanned, diminish the need for planning.

C. Through its 35 Outcomes, the Implementation Guide, and the multimedia inservice materials, I.G.E. offers a structured comprehensive self-improvement program. There was evidence of attempts at self-improvement in every school visited.

1. Teachers attended and were generally enthusiastic about workshops and conferences sponsored by local schools, MEC, colleges and universities, etc.
2. There was evidence of the expansion of I.G.E. into new curriculum areas.

3. The Principals' Peer Evaluation plan (e.g., see Peer Evaluation Team Report, Col. Robinson School) is an excellent sample of the self-improvement advantages obtained from a League Structure.
4. Though all schools provided evidence of a program of self-improvement, the formal, structured effort at Shattuck School bears mentioning. Using the 35 Outcomes as a base the school utilizes formal sessions to monitor progress and to plan strategies that could lead to more growth.

D. The administrative styles of the I.G.E. principals vary, as might be expected. When the Unit teachers responded to the Role Clarification questionnaire they indicated that they felt the principals eight basic responsibilities (selected from the list of 50) were:

1. Serving as chairman of the IIC
2. Assisting Units in self evaluation
3. Assigning teachers to Units
4. Selecting Unit leaders
5. Facilitating I.G.E. work groups
6. Evaluating teachers and Unit leaders
7. Helping school staff to resolve problems
8. Conducting home-school communication

With the exceptions of #1, 3, 4, and 6, those responsibilities are pervasive in nature. That is, they are to be done on a continuing basis, every day, week, and month of the year.

The evaluation team observed that the principals, for the most part, had very few relaxed moments. There was a barrage of phone calls, building visitors (parents, superintendents, the evaluation team, consultants, etc.) emergencies of all sorts, secretarial questions to be answered, and myriad other interruptions. The principals are to be complimented for their ability to maintain a positive attitude despite the pressure. One school was forced to temporarily abandon its own building and move students and its total operation into another building that was already operating its own full program. Its a tribute to the cohesiveness of Shawsheen Andover that the school was able to function effectively despite its removal to another building. The principal however, did not waste time worrying about current conditions, she was busy concentrating on future plans.

The Storrow principal found herself responsible for temporarily administering two buildings simultaneously. The evaluation team was impressed with the way in which the Storrow staff reacted to the principal's added responsibilities and absences from the building: they were all doing their part to maintain progress.

On the whole, there was ample evidence of planning, order, and goal achievement on the part of the principals.

E. The evaluation team observed, in every school, authentic efforts to individualize and personalize the student learning program. Independent study, small groups, and one-to-one tutorial strategies were evident. There were three apparent constraints to these efforts:

1. Some buildings were old and crowded, with space problems that limited teacher options. One building is new, but very crowded, and the teachers in an effort to find space for small group instruction were using hallways for instructional areas.

2. Small group instruction implies that several activities will be operating simultaneously. Even with the effective use of aides there were seldom enough adults available.
3. A personalized program requires a strong emphasis on planning and no school was able to provide an adequate amount of planning time. Student learning styles will not receive the attention and consideration they deserve until a better balance is achieved between teacher-student contact time and teacher-Unit planning time. A major reason Unit planning time is used for routine tasks is that the routine tasks must be accomplished to keep the program going.

Despite the difficulties encountered in attempting to develop a creative and sophisticated program such as I.G.E., the teachers in Project League are making measurable progress. For example, the evaluation team observed a primary Unit at Woburn School, working with very young children, able to operate seven student learning centers at one time in language arts. While there was not a teacher or aide with each group the experiences had been well-planned, the materials carefully selected, and the students skillfully organized and oriented; thus, the seven skill groups were functioning smoothly. Space was no problem at Woburn, but the same good results were being obtained in another Unit at Storrow School where space is at a premium. Through careful planning, coordination and creativity a primary Unit at Storrow had organized several diverse activities based upon diagnosed student needs.

F. A healthy attitude prevails in Project League schools. That isn't to say that there are no evidences of serious stress in some schools; in fourteen schools you expect to find some problems. However, in general, teachers and administrators exhibit confidence in themselves and each other, a sense of accomplishment, and an awareness of where they're heading.

JULY, 1972 RECOMMENDATIONS

In July, 1972, the evaluation team generated several recommendations for Project League as part of the evaluation report. Recommendations are not directives and there was no expectation that all recommendations would be accepted and implemented. However, as a part of the 1973 evaluation the 1722 recommendations were re-examined.

Recommendation #1... "Additional 'Needs Assessment' surveys should be taken."

Rather than utilizing a formal paper-and-pencil assessment, needs were assessed by the project staff through field visitations, and through the evaluation of scheduled activities. This on-going assessment technique enabled the project staff to be more flexible and more immediate in responding to needs.

Recommendation #2... "Provide more teacher involvement in League activities."

A. The Newsletter advisory committee was expanded, the Newsletters were published more often, and the content reflected more school practices.

B. More teachers were involved in planning local and All-League meetings.

C. Ad hoc committees were formed, e.g., All-League Activity Committee and Math Project Committee.

Recommendation #3... "Principals were encouraged to communicate more effectively the activities and decisions made by the principals' group."

Many school newsletters carried items discussing principals' meetings. Principals also reported orally to IIC and faculty meetings.

Recommendation #4... "MEC's visibility should be enhanced by a regular program of monitoring."

The field visitations (see #1 above) were used to achieve this end.

Recommendation #5... This recommendation related to training programs for new schools. However, only one new school was added so the recommendation was not relevant.

Recommendation #6... This recommendation related to (1) the formation of new leagues and to the need to make leagues into "self-governing, self-renewing systems."

MEC is, in fact, participating in the formation of one new league now. Other leagues may be formed later.

The self-governance feature is not a short-term project. Leagues can and should become self-governing but it happens gradually. Many of the activities sponsored by MEC this year were designed to build leadership skills and to encourage staff involvement in League operations. These activities include: Year-End All-League Meeting, IGM Workshop, National IGE conference at Atlanta, Principal Workshop and P.U.L. Workshop.

Recommendation #7... "MEC should attempt to secure more staff interaction among league schools."

Several schools reported that they provide their teachers with "school visitation" days and that they use them to visit other IGE schools. The All-League meeting, attended by about 900, probably did more to alert teachers to what was being done in other buildings than anything else. No formal interchange of personnel for problem identification and alleviation exists currently.

Recommendation #8... "Principals should be given the opportunity to review the inservice media package under the guidance of the League facilitator, to encourage the use of the media at the building level."

A plan was instituted whereby a principal at each meeting would review a piece of media for the group and explain what it was and how it might be used with staff.

Recommendation #9... "Schools that show a definite lack of interest should be counseled out of I.G.E."

No schools have dropped out of Project League, and one school has been added. In a few schools there are a small minority not interested in I.G.E. The evaluation team noted a significant gain in 1973, over 1972, in teacher morale and interest in participating in I.G.E. This could be accounted for by the confidence gained in two years of working in the program.

Recommendation #10... "Increased attention should be given to an ongoing leadership training program for the principals."

Principal Peer Evaluations were implemented; Principal Leadership Training programs with outside consultants were held; Principal-Unit Leader Workshops were conducted; Principals attended state and national IGE meetings; and a wide range of other activities were held.

SUCCESSFUL EDUCATIONAL PRACTICES

As an important and on-going objective of the Project League, identification and dissemination of successful educational practices constituted a significant part of the total evaluation plan. In reporting successful educational practices, each will be listed by title and school in this section of the report, and complete descriptions of each practice will be found in Appendix F to the report.

Shawsheen Wilmington

1. Activity-Oriented Approach to Teaching Science
2. Resource Saturation: Maximal Media Center Usage
3. Resource Center
4. Jobs in the Community
5. Specific Skill Series in Reading
6. Teacher's Aide Club (TAC)
7. Contracts in Reading/Language Arts
8. Individualized Mathematics System

Mckay Campus School

1. Individualized Math Program - Ages 8-10
2. Individualized Math Program - Ages 10-12
3. Developing LAPS for Word Attack Skills of the Wisconsin Reading Design
4. Individualized Reading - Seven year olds

Winslow School

1. Use of Typewriters
2. Contract Science
3. Animated Film, Super 8
4. "Mother Earth" Slide Show with Music

The successful practices listed above constitute the total returns from participating Project League Schools. It was obvious to evaluation team members upon visiting all Project League Schools, that every unit in each of the buildings was engaged in developing materials and techniques which would be of value to other IGE schools. Unfortunately, the teachers, unit leaders, and principals in only three of the fourteen participating schools saw value in sharing their successful practices.

RECOMMENDATIONS

1. MEC should provide, possibly by way of a workshop, assistance to principals and/or Unit leaders in planning and organizing a systematic inservice program for individual buildings. Evaluation data strongly suggest that building self-improvement programs are random and less effective than is desirable.
2. MEC, in concert with individual buildings, should formulate a plan (individualized to buildings) that would provide students with a thorough orientation to the mechanics and expectations of I.G.E.
3. Based on these evaluation data the visibility of League activities among principals and Unit leaders has been enhanced by virtue of the several activities noted in this report; however, the data suggest much lesser perception of the League and its purposes among Unit teachers as a population. The League should consider concentrating more resources on activities that involve larger numbers of teachers.
4. Based upon role perception incongruencies as noted in this report, MEC should consider drafting role responsibility descriptions as a means of clarifying who is responsible for the basic activities necessary for I.G.E. operation, to include the League facilitator.
5. If the "work group" concept as it applies to Unit operations is valid, Unit teachers should receive training in group skills which will enable them to plan and carry out Unit learning designs.
6. MEC should encourage those schools practicing departmentalization to examine the effects of that practice on individualization and planning. Alternatives, which will maintain the role specialization advantages, should be concurrently examined.

7. MEC should reinforce and expand the peer evaluation programs currently undertaken.
8. IGE schools throughout the country are concentrating substantial attention to the problem of expanding the IGE approach to all aspects of the instructional program. MEC should provide direct assistance to schools as they identify new IGE instructional areas.

APPENDIX A

A PROPOSAL FOR A PROGRESSIVE
EVALUATION OF MERRIMACK EDUCATION CENTER'S
INDIVIDUALLY GUIDED EDUCATION
PROJECT LEAGUE

A Title III Project Evaluation Proposal

by

Dr. John V. Vaughn

Dr. Robert G. Duncan

Introduction and Rationale

Implementation of a change program having the scope of Individually Guided Education imposes upon the intermediate agency a progressive need for feedback of information and data concerning achievement of the agency's goals. Such feedback enables progressive evaluation of program results and thus provides direction for planning, organizing and carrying out activities designed to modify or enhance goal achievement.

Individually Guided Education is in the process of becoming, and progressive evaluation implies that systematic feedback concerning the present status of program goal achievement is necessary periodically in order that input to I.G.E. can be made by the implementing agency. Clearly, if assessment is to have a significant role in the program implementation effort, it must go beyond a simple evaluation of "yes" or "no;" "good" or "bad." It needs to be a "tool" which can readily be used to identify problems, enable priority setting, and provide the impetus and direction for a problem-solving sequence to be generated.

A progressive evaluation of Individually Guided Education will result in statements relating to the degree to which program goals have been achieved. To the degree that objectives are being attained, the implementing agency may decide to maintain present procedures or do something different.

Individually Guided Education is an intervention system where change agents, in this case from the Merrimack Education Center (MEC), attempt to bring about innovative behavior in selected elementary schools. Personnel from MEC act as a "temporary system" in the change implementation effort in that they operate both within and among permanent systems. The intermediate agency is a temporary system in that it has a specific task (i.e. I.G.E. implementation) with a pre-specified termination point (i.e. that time when I.G.E. program goals have been achieved). MEC as a temporary system has as its goal bringing about meaningful educational change without adding to the size, complexity or supervisory personnel of the permanent system.

A number of advantages appear operable in the intermediate agency - temporary systems approach to change:

1. Time use in a temporary system directs attention and energy to the present time.

2. Goal redefinition, while leading at first to uncertainty and anxiety on the part of participants, has the effect of heightening the significance and meaningfulness of system objectives by virtue of member involvement in the formulation process.

3. Role redefinition within the temporary system provides members with freedom to experiment with new roles.

4. Norms develop in the temporary system, usually taking the form of (a) equalitarianism; (b) authenticity; (c) inquiry; (d) hypotheticality; (e) newism; and (f) effortfulness.

Implementation of Individually Guided Education requires that participants direct their full attention and energy to the present time. Past and future perspectives divert time and effort from vital learning or re-learning processes. The presence of a termination point for the temporary system (that point in time when the permanent system assumes full responsibility for maintaining the new or changed equilibrium) induces a necessary pressure upon I.G.E. participants to learn the process in a comparatively constricted time period, but perhaps more important, emphasizes the need on their part to achieve the goals of I.G.E.

New role definitions, i.e. "Unit Leader" or "Unit Member," fundamental to the I.G.E. multiunit organization, begin to take form in the temporary system through "testing" or "experimenting" behavior on the part of I.G.E. school role incumbents. Successful behavior - in the Unit situation during the life of the temporary system - will carry over into the permanent system operation and group norms will likewise be transferred.

Individually Guided Education has established goals (expressed as "outcomes" i.e., "The League stimulates an interchange of solutions to existing problems and is a source of ideas for new development") which can be viewed as norms of progress. Outcome achievement, in conjunction with an assessment of role perception congruency, implementing activities on the part of MEC and a summary of identified successful practices in participating schools provides an operational framework for evaluation of the Project League.

OBJECTIVE OF THE EVALUATION STUDY

It will be the purpose of this evaluation to determine the degree of I.G.E. goal-oriented impact that the Project League has had to date on participating elementary schools relative to:

1. I.G.E. outcome achievement
2. Role perception congruency
3. League activity orientation
4. Identification of successful practices in participating schools

PROCEDURES

Data for this evaluation study will be gathered through use of instruments, interviews, on-site visitation/observation, and examination of pertinent records. Data will be collected and analyzed at two times during the spring: February and May. The same instruments and design will be utilized in both data collections and an interim report of evaluation will be provided the Project League following the February analysis.

A. Instrumentation and Sample

1. I.G.E. Outcome Achievement Questionnaire

The purpose of the I.G.E. Outcome Achievement Questionnaire is to generate data regarding participant perception of the extent to which I.G.E. objectives have been attained in schools.

This instrument consists of 35 items which are statements of I.G.E. outcomes. Each item is placed on a continuum which is divided into 20 spaces and four major divisions (1) Little Achievement; (2) Some Achievement; (3) Much Achievement; and (4) Very Much Achievement. Respondents are asked to place an "X" in one space on each continuum to indicate their perceptions of achievement gained toward specific I.G.E. outcomes. The data result in "profiles" which will be reported:

a. For the League as a whole
b. By building as a whole
c. By principal
d. By Unit Leader
e. By Unit teachers

In addition to generating data concerning outcome achievement, resultant "profiles" clearly depict areas of need and facilitate planning for on-going League activities.

The instrument will be administered to the following Project League personnel: Principals, Unit Leaders, Unit Teachers and Unit Aides. "Specialists," i.e., guidance counselors, assistant principals, art, music, physical education instructors, etc., where appropriate, will also complete the questionnaire.

2. I.G.E. Role Perception Questionnaire

The purpose of the role perception questionnaire is to generate data relating to how well Project League participants perceive their respective roles, and to identify where they occur, conflicts in role perception among the incumbents. Since roles are a function of expectation, it is necessary that perceived expectations for the League, Principals, Unit leaders and Unit teachers be congruent in order that positive and productive role performance be manifested.

The I.G.E. Role Perception Questionnaire will be administered to all project league personnel to include: Implementing Agency Personnel, Principals, Unit Leaders, Unit Teachers and Unit Aides.

B. Records

League records will be examined. Such examination will have as its purposes:

1. Documentation of Project League Objectives

2. Documentation of Project League activities relating to pursuit of stated I.G.E. goals.

It is anticipated that examination of Project League records, especially those concerned with intended objectives of League I.G.E. implementation activities, when compared with I.G.E. Outcome Achievement data and I.G.E. Role Perception Data will yield insights as to relevancy and impact of such activities.

C. Interview/Site Visitation

In order to collect data germane to successful practices in participating Project League schools, on-site visitation, observation and interviews will be accomplished.

DISTRIBUTION AND RETRIEVAL PLAN

In order to facilitate distribution of instruments, and retrieval for subsequent analysis, the following plan is proposed:

1. Cover Letter

The Project League Director will compose letters to all League participants endorsing the evaluation study and soliciting the cooperation of all I.G.E. school participants.

2. Questionnaire Distribution and Administration

Questionnaires, directions, and appropriate materials necessary for instrument administration will be compiled by our agency and shipped to the MEC office of the Project League. Arrival of the materials will be such as to correspond with a planned visitation by the evaluation team. The evaluation team will distribute on a pre-arranged schedule, all questionnaires to each League school, and retrieve the questionnaires following completion by participants.

3. Records

The Project League Director will be asked to provide appropriate records to the evaluation team.

4. Interview/Site Visitation

Prior to on-site visitation by members of the evaluation team, Project League schools will be asked to identify specific successful practices. Interviewers will visit participating schools with the object of observing the identified practices.

It is planned that the above distribution and retrieval plan be utilized for both interim and year-end data collections.

CONCLUSIONS AND RECOMMENDATIONS

Based upon the findings subsequent to data analysis, the evaluation team will posit conclusions and derive recommendations for Project League consideration.

EXPECTED OUTCOMES OF THE EVALUATION STUDY

The focus of this study will be on describing the degree to which the I.G.E. Project League has attained success in implementing Individually Guided Education. More specifically this study will focus upon four selected variables which have been identified as central to program implementation:

1. I.G.E. Outcome Achievement
2. I.G.E. Role Perception Congruency
3. Project League Records relating to implementation activities
4. Identification of Successful Practices

It is expected that the data will yield findings that will provide a picture of the current state of Project League I.G.E. goal attainment.

With that expectation as the outcome of data analysis, what are the expectations for the study as they accrue to the Project League?

1. The Project League will have a more accurate and more detailed picture of the "is" than can be inferred on the basis of observation and intuition.

2. A more accurate picture of the "is" should lead to a more careful delineation of the problems the Project League faces as an implementing agency.

3. With a problem-solving sequence in mind - which may be in fact a part of the I.G.E. change strategy, the evaluation should enhance every step of the process:

    a. Definition of the problem, i.e., to what degree have I.G.E. Outcomes been achieved; to what extent are role perceptions congruent; to what extent have Project League activities been successful in terms of goal attainment - and have the purposes of such activities been directed at areas of greatest need.

    b. Data collection, i.e., what additional data will be necessary to pose intelligent alternative solutions

c. Generate alternatives

d. Choose alternative course or courses of action and implement preferably during spring-summer 1972.

e. Evaluate progress of selected alternative.

COSTS

The total cost of the evaluation study described in this proposal would be $4,000.

Respectfully submitted,

John Vaughn

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Assistant Professor

Robert Duncan

Robert C. Duncan
Assistant Professor

APPENDIX B

MERRIMACK EDUCATION CENTER

PROJECT LEAGUE EVALUATION

Outcome Achievement
I.G.E. Questionnaire

In completing the questionnaire, it is important that each individual answer each question as thoughtfully and frankly as possible. This is not a test; there are no right or wrong answers. The important thing is that you answer each item the way you see things or the way you feel about them.

School Building Name ____

Date ______________________________

Check appropriate blank to indicate your position:

Principal ______

Unit Leader ______

Unit Teacher ______

Aide ______

Student Teacher ______

Librarian/Media Specialist ______

Directions

1. On the horizontal line for each item, please place an "X" in the space at the point which in your opinion describes your school's progress toward the given I.G.E. goal. Please do not place your "X" on a vertical line. Treat each item as a continuous variable from the extreme at one end to that at the other.

1. The extent to which the entire school is organized into units with each unit composed of a unit leader, teachers, auxiliary personnel, and students	Very little sign of unit organization	Some organization is seen in unit concept	Quite a bit of organization is seen. Units behave as teams for the most part	A great deal of unit organization is seen and units behave as teams
2. The extent to which each unit is comprised of approximately equal numbers of two or more student age groups	Very little evidence that two or more age groups in approximately equal numbers make up each unit	Units display such organization to only some extent	Units have been organized to quite a degree in this manner	Units are comprised of at least two age groups and are about equal in terms of numbers
3. Unit teachers have sufficient time in which to conduct unit meetings (a minimum of three hours per week)	Sufficient time is provided during pupil school day for unit meetings	Sufficient time is provided for the most part during the pupil school day	Units sometimes have sufficient meeting time during the pupil school day	Units very seldom, if ever, have sufficient time provided during the pupil school day
4. The extent to which assignments of staff members to units are made with regard to complementary strengths and professional compatibility of the teachers	Very little consideration given	Some consideration given	Strengths and compatibility used for the most part as criteria for unit assignments	Assignments to units are based upon complementary strengths and compatibility

5. **The extent to which the Instructional Improvement Committee (IIC) resolves problems involving two or more units**	The IIC functions to great extent in resolving problems among units	The IIC functions in most instances to resolve problems between two or more units	Sometimes the IIC resolves inter-unit problems	The IIC is ineffective to large measure in resolving problems between units
6. The extent to which the IIC coordinates curricular development to insure continuity of educational goals and learning objectives throughout the school	The IIC does very little in terms of curricular development and learning objectives	IIC is somewhat involved in curricular coordination and goal setting	IIC does quite a bit in terms of curricular coordination and goal setting continuity	IIC is the coordinating body for curriculum and assures continuity of goals throughout the school
7. The extent to which the IIC coordinates school-wide, inservice, educational programs	Very little effort made by IIC toward this goal	IIC is somewhat involved	Program is developing and IIC coordinates it to large extent	IIC coordinates the school-wide, inservice program
8. The extent to which the IIC provides channels of two-way communication throughout the school	Communication is two-way and accurate via IIC coordination	Communication for the most part is two-way and the IIC functions to improve it	The IIC is somewhat involved in attempting to derive accurate two-way communication	The IIC has little or no influence upon two-way communication

9. The IIC devotes time to analyzing and improving committee operations	IIC spends little time on committees	IIC is somewhat involved in committee operation	IIC is involved in committee operation quite a bit	Committee operations are constantly analyzed by the IIC in an attempt to improve them
10. The extent to which each unit makes the decisions regarding time, space, materials, staff, and students assigned to that unit	Unit seldom makes decisions without "clearing" through principal	Unit sometimes makes decisions	Unit often makes decisions	These decisions are made by the unit
11. The extent to which unit teachers practice role specialization and a division of labor when planning for the students' learning program	Role specialization and division of labor are practiced by the unit in planning	The unit specializes by role and divides labor for the most part in planning	Some role specialization and division of labor is seen in the unit	Units tend not to divide labor or specialize roles in the planning process
12. The extent to which unit teachers decide on broad goals to be emphasized, based upon a discussion of previous accomplishments of the unit members	Previous accomplishments rarely are discussed	Sometimes previous member accomplishments are used as a base	Member accomplishments are often used as a basis of unit decisions	Unit decisions are based upon previous member accomplishments

13. The extent to which unit teachers accumulate a collection of student learning objectives consistent with the broad goals of the learning program	Very little accumulation of student learning objectives	Some accumulation of student learning objectives	Quite a bit of accumulation of student learning objectives	Unit teachers stress accumulation of student learning objectives
14. The extent to which unit teachers accumulate a selection of activities whereby students may pursue each of the desired learning objectives	Unit members strive to accumulate activities which are objective oriented	Unit accumulation is stressed quite a bit	Some effort is made by the unit to accumulate activities	Little stress or effort made by unit members to accumulate activities
15. The extent to which the unit selects or develops curricular materials which include the following components: Assessment methods Specific learning objectives Variety of learning activities Student performance records	Selection is random and usually does not include the components	The components are sometimes used as a basis for material development or selection	Materials are usually developed or selected based upon the components	The inclusion of the components is the basis for selection or development of curriculum materials

16. The extent to which units use large groups, small groups, paired situations and independent study as optional learning modes	Very little use is made of optional learning modes	Units sometimes provide optional learning modes	Optional learning modes are often provided for	Optional learning modes are utilized in unit planning and teaching operations
17. The extent to which collective teaching strengths of unit teachers are used as a result of unit planning when constructing teaching-learning environments	Optimal use is made of collective teaching strengths	Collective teaching strengths are often used	Collective teaching strengths are sometimes utilized	Rarely are collective teaching strengths used
18. The extent to which options exist for providing a greater range of teaching-learning environments	Few, if any, options are in evidence	Some options seem to exist for a range of environments	Quite a few options exist for a range of teaching-learning environments	A great many options are available for teaching-learning environments
19. The extent to which parents reinforce implementation of the instructional process of I.G.E. by giving vocal support to the program	Evidence of vocal support is lacking	Some vocal support is evidenced	Quite a bit of vocal support is evidenced	A great deal of vocal support is evidenced

20.	The extent to which parents are involved in the instructional process of I.G.E.	Parents are very much involved in the instructional process	Parents are involved quite a bit in the instructional process	Parents are sometimes involved in the process of instruction	Parents are seldom or never involved in the I.G.E. instructional process
21.	The extent to which staff members of the I.G.E. school have a personalized program enabling each to learn and to implement I.G.E.	Little or no program is evidenced	Some efforts toward a program have been made	A significant effort is witnessed toward providing personalized programs	A personalized program exists for each member of the I.G.E. school staff
22.	The extent to which an individual teacher's decisions are consistent with the unit's operations	Very little consistency or little knowledge of consistency	Some degree of consistency	Quite a bit of consistency	Consistency exists between individual and unit decisions
23.	The extent to which the following are considered when pupils are matched to learning activities: Peer relationships Achievement Learning styles Interest in subject areas Self-concept	Little or no consideration is given	Some consideration	Quite a bit of consideration	Activities and pupils are matched on the basis of the concerns

24. The extent to which unit teachers insure that each student has personal rapport established with at least one teacher	Little assurance that each student is provided for	Some indication of provision	Unit teachers insure this provision to large extent	Each student is provided personal rapport through unit operation
25. The extent to which adequate opportunity is provided (through discussion and written communication) to insure that each teacher is fully aware of perceptions and suggestions of other unit members relating to the students with whom each has developed special rapport	Adequate opportunity is not provided. Little or no communication occurs in this direction	Some opportunity, but not systematicaly used by unit members	Quite a bit of unit member time is spent communicating such information	Unit members systematically keep one another informed as to student rapport
26. The extent to which each student is involved in self-assessment procedures and analyses of assessments	Students are totally involved in assessment procedures	Students are involved quite a bit in assessment procedures	Students are occasionally involved in assessment procedures	Little involvement of students takes place in assessment procedures

27.	The extent to which each student accepts increasing responsibility for selection of his learning objectives	Students are given little or no responsibility in selecting objectives	Some student involvement and responsibility is witnessed in selecting objectives	Students are involved quite a bit in selection of learning objectives	Students accept responsibility in selection of learning objectives
28.	The extent to which each student participates in selection of learning activities to pursue learning objectives	Student participation is only slightly seen	Some student participation is seen	Students participate quite a bit	Students are involved fully and authentically in the process
29.	The extent to which each student can state learning objectives for the learning activities in which he is engaged	Students seldom know learning objectives and cannot usually state them	Students occasionally can state learning objectives	Students frequently can state learning objectives	Learning objectives can be stated by students for learning activities engaged in

30. The extent to which the units' plans submitted by the resource teachers are constructively criticized by unit members	Criticism and interaction is slight or perfunctory	Some criticism occurs	Quite a bit of interaction and criticism takes place	Criticism is openly provided, as are comments and suggestions
31. The extent to which teacher performance in the learning environment is constructively criticized by unit members using both planned and informal observations	Performance criticism is open and continuous, formal and informal	Quite a bit of formal and informal criticism is provided	Some criticism is offered	Little criticism is offered. Unit members tend not to seek or give such constructive comments
32. The extent to which the unit devotes time to analyzing and improving unit operations	Little time is spent analyzing its own operation by the unit	The unit spends some time in trying to improve its operation	Quite a bit of time is spent by the unit in trying to improve its operation	The unit systematically analyzes its operation and strives for improvement

33.	The extent to which the League coordinates an interchange of personnel to identify and alleviate problems within the League schools.	Little or no change is coordinated by the League	Some degree of interchange takes place	Quite a bit of interchange is coordinated by the League	The League systematically coordinates an interchange of personnel within League schools
34.	The extent to which the League stimulates an interchange of solutions to existing problems and is a source of ideas for new development	The League stimulates an interchange of solutions to great extent	Quite a bit of interchange is stimulated by the League	Some stimulation of interchange is carried on by the League	Little or no evidence is seen of stimulation of interchange by the League
35.	The extent to which the League devotes time to analyzing and improving League operations	Little or no time is spent by the League in assessing its operation	Some time is devoted by the League to analyze and improve its operation	The League devotes a good share of time to self-improvement	The League systematically devotes time to improving its operations

APPENDIX C

INDIANA UNIVERSITY

PROJECT LEAGUE EVALUATION

I.G.E. Role Clarification Questionnaire

In completing the questionnaire, it is important that each individual answer each question as frankly as possible. This is not a test; there are no right or wrong answers. The important thing is that you answer each item the way you see things.

School Building Name ____

Date ______________________

Check appropriate blank to indicate your position:

Principal ________

Unit Leader ________

Unit Teacher ________

League Facilitator ________

DIRECTIONS: Read the numbered statements below describing Responsibilities. Put a check in one of the blanks following the description. You may check only one; you must identify the individual or agency (role) that you feel has the basic responsibility for the activity described.

Remember, Unit leaders are also Unit teachers. In identifying the responsibilities of Unit leaders, select only those that are unique to the position of Unit leader.

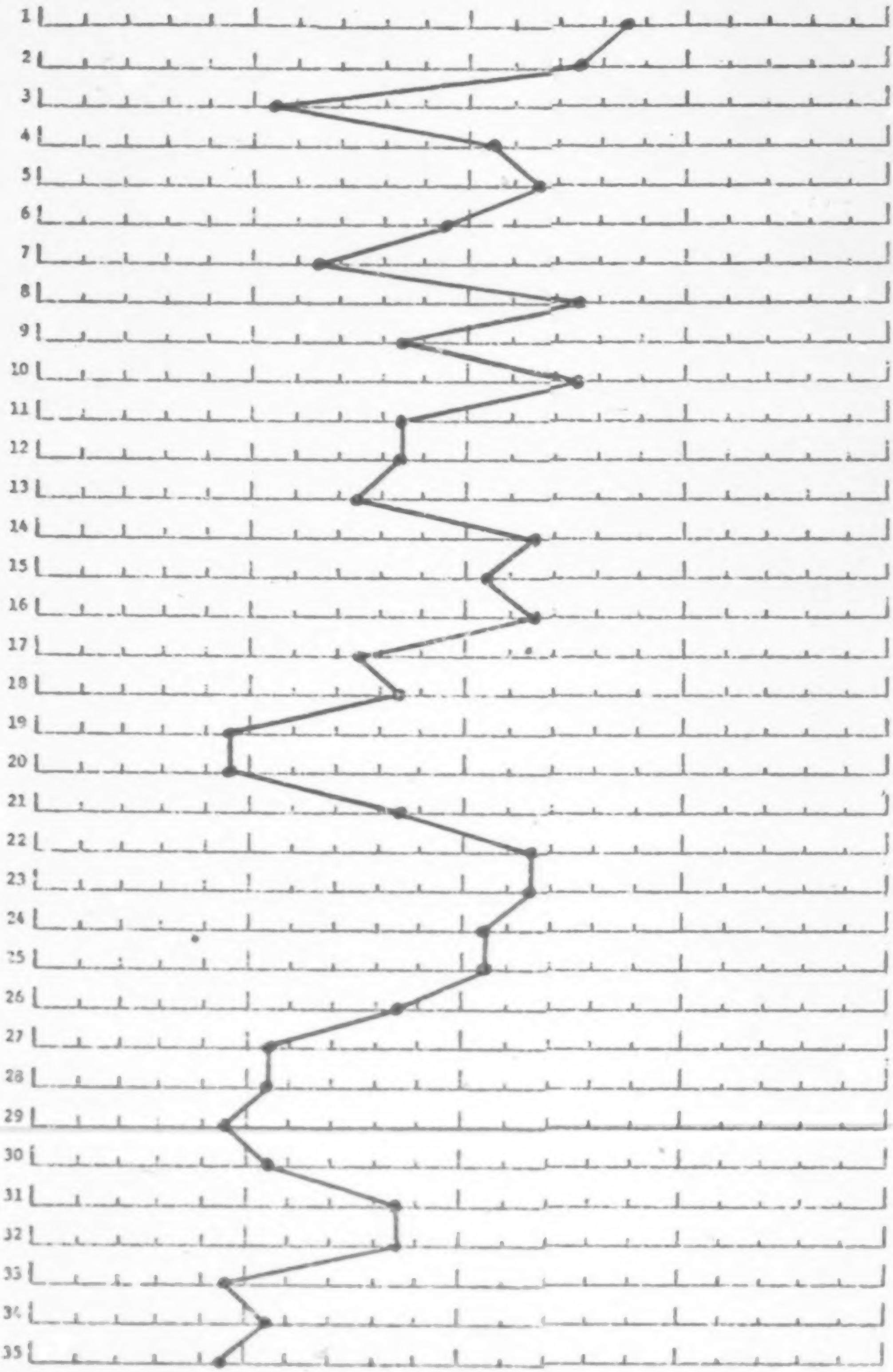
Remember also, the League is operated by the Hub Committee with the assistance of the League Facilitator.

	ROLES					
RESPONSIBILITIES	Unit Teacher	Unit Leader	Principal	League	League Facilitator	Other
1. Supervises interns or student teachers.						
2. Serves as chairman of the Unit.						
3. Selects teaching strategies. (methods)						
4. Identifies student learning disabilities						
5. Serves as chairman of the IIC.						
6. Organizes inservice programs for League schools.						
7. Assists Units in self evaluation. (improvement)						
8. Provides a source of ideas from outside a school.						
9. Develops rapport with individual students.						
10. Reports to parents on pupil progress.						
11. Serves as a clearinghouse in identification of resource people.						
12. Assigns students to Units.						
13. Assigns teachers to Units.						
14. Formulates and distributes Unit meeting agendas.						
15. Assesses student performance.						
16. Publishes League Newsletter.						
17. Identifies student learning styles.						
18. Selects Unit leaders.						
19. Coordinates League meetings.						
20. Identifies and recruits new League members.						
21. Provides leadership training for IGE personnel.						
22. Monitors IGE outcome achievement.						
23. Prepares a list of specific learning objectives for each instructional goal.						
24. Facilitates IGE work groups in a building.						
25. Assesses pupils to determine which objectives have been achieved.						

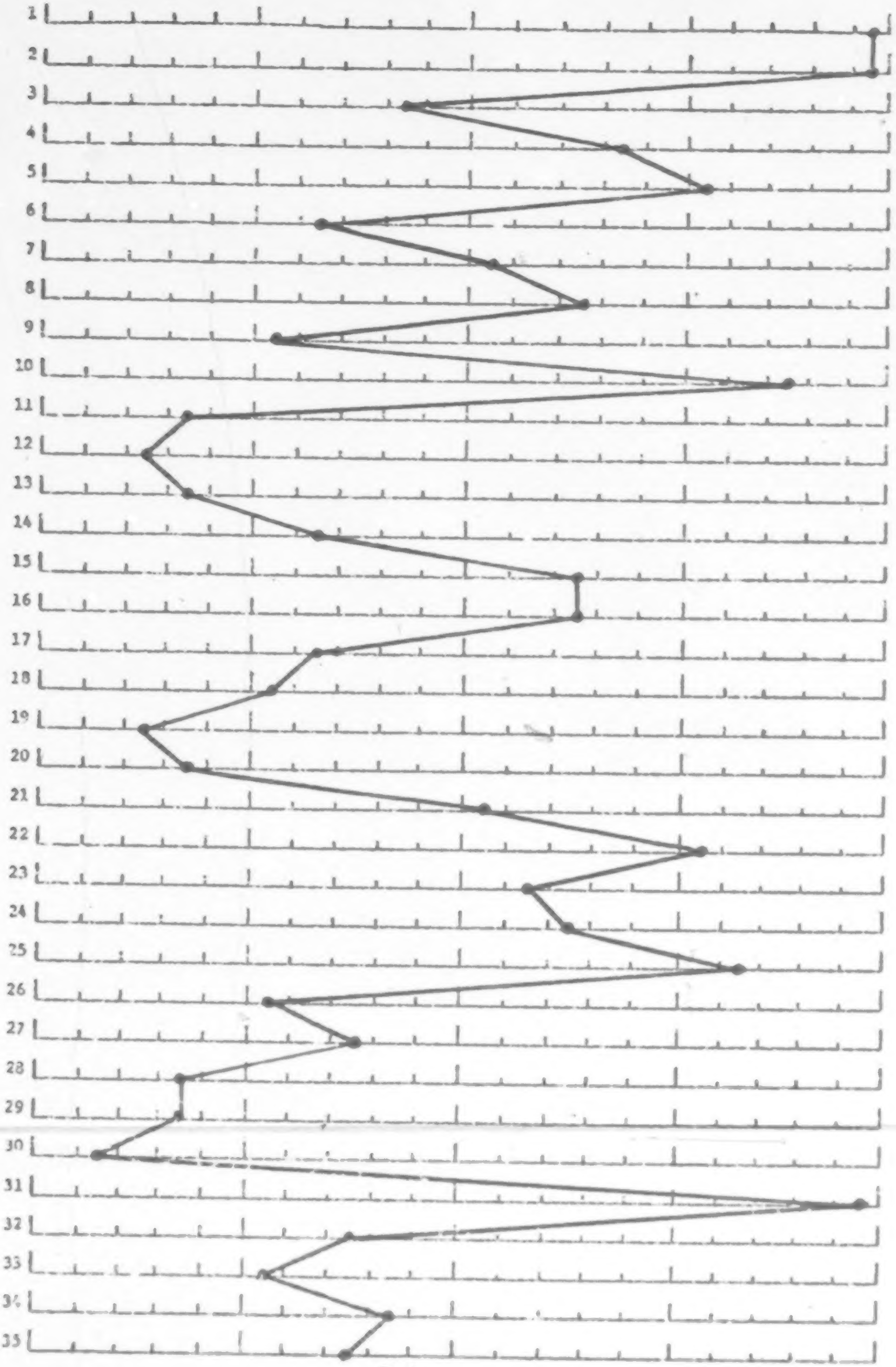
	ROLES					
RESPONSIBILITIES	Unit Teacher	Unit Leader	Principal	League	League Facilitator	Other
26. Provides laison with IDEA and/or Wisconsin R & D.						
27. Builds appropriate learning program for each pupil.						
28. Represents Unit teachers on IIC.						
29. Decides how many students in each Unit.						
30. Decides student age range in each Unit.						
31. Allocates time to be spent on each learning activity.						
32. Communicates IIC decisions to the Unit.						
33. Chairs a Unit-Parent meeting.						
34. Represents building staff viewpoints at Central Office level.						
35. Evaluates probationary teachers.						
36. Coordinates teacher exchanges between buildings.						
37. Helps school staffs identify and resolve problems.						
38. Provides resource personnel to resolve problems.						
39. Organizes the Hub Committee.						
40. Allocates resources within the building.						
41. Evaluates Unit leaders.						
42. Responsible for home-school communication.						
43. Selects student instructional materials.						
44. Coordinates the work of special teachers with Unit activities.						
45. Explains the IGE program to building visitors.						
46. Assigns extracurricular duties. (i.e., bus duty)						
47. Determines activities of Unit aides.						
48. Evaluates aide performance.						
49. Coordinates Hub Committee activies.						
50. Coordinates IGE school research activies.						

APPENDIX D

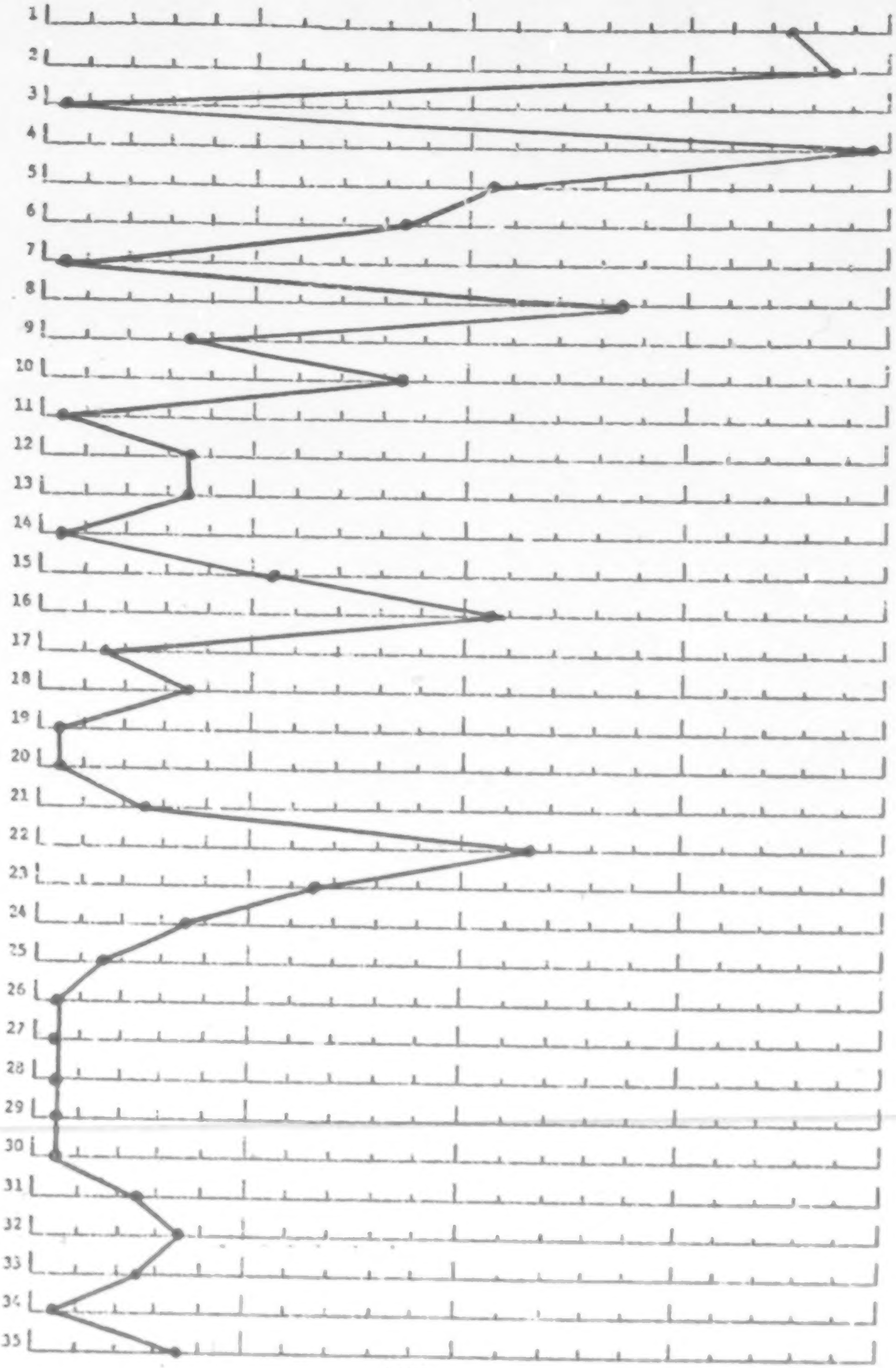
WINSLOW SCHOOLS
I.G.E. OUTCOME ACHIEVEMENT
PROFILE 1 - ALL PERSONNEL



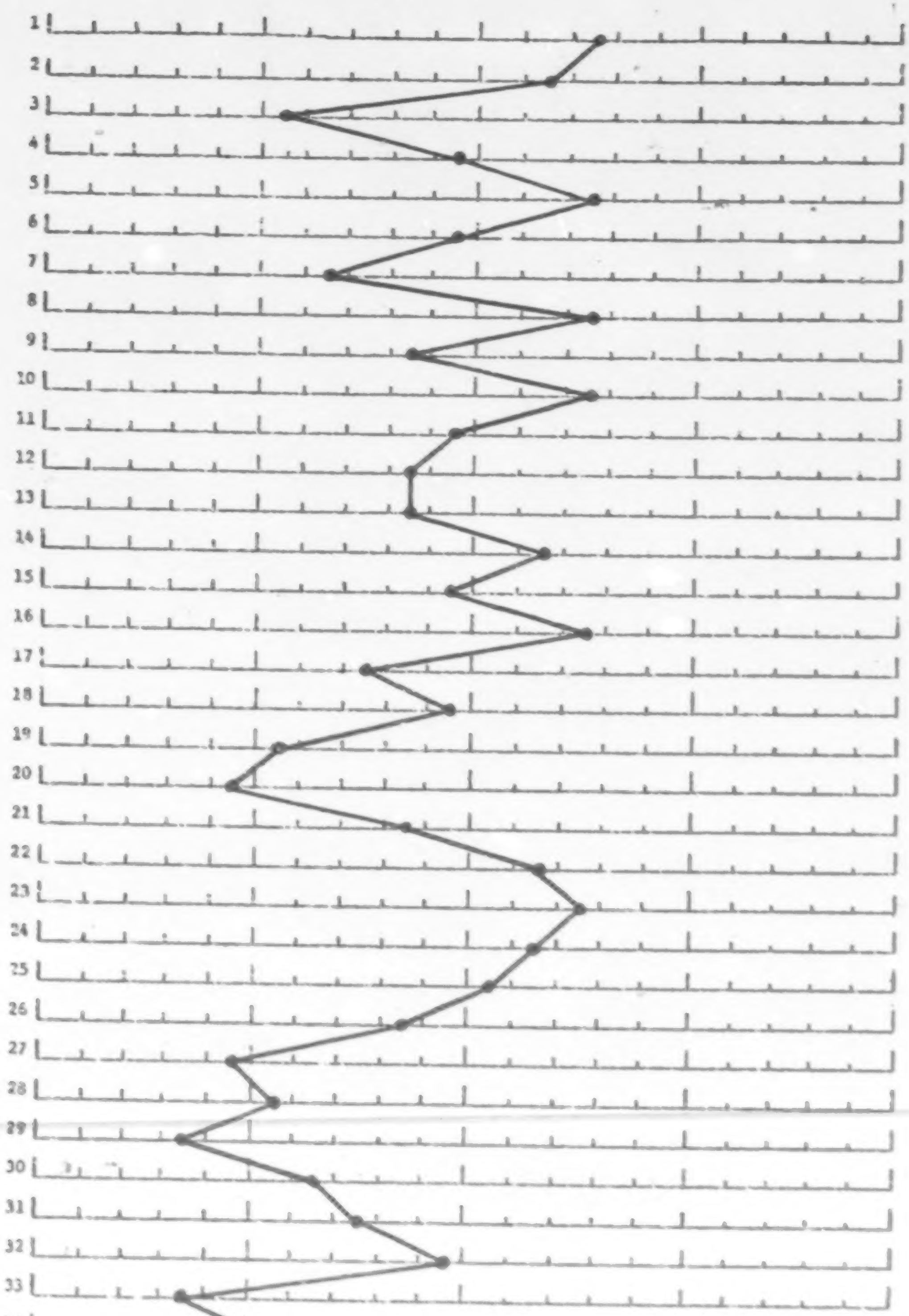
WINSLOW SCHOOLS
I.G.E. OUTCOME ACHIEVEMENT
PROFILE 2 - PRINCIPAL



WINSLOW SCHOOLS
I.G.E. OUTCOME ACHIEVEMENT
PROFILE 3 - UNIT LEADERS



WINSLOW SCHOOLS
I.G.E. OUTCOME ACHIEVEMENT
PROFILE 4 - UNIT TEACHERS



McKAY CAMPUS SCHOOL
I.G.E. OUTCOME ACHIEVEMENT
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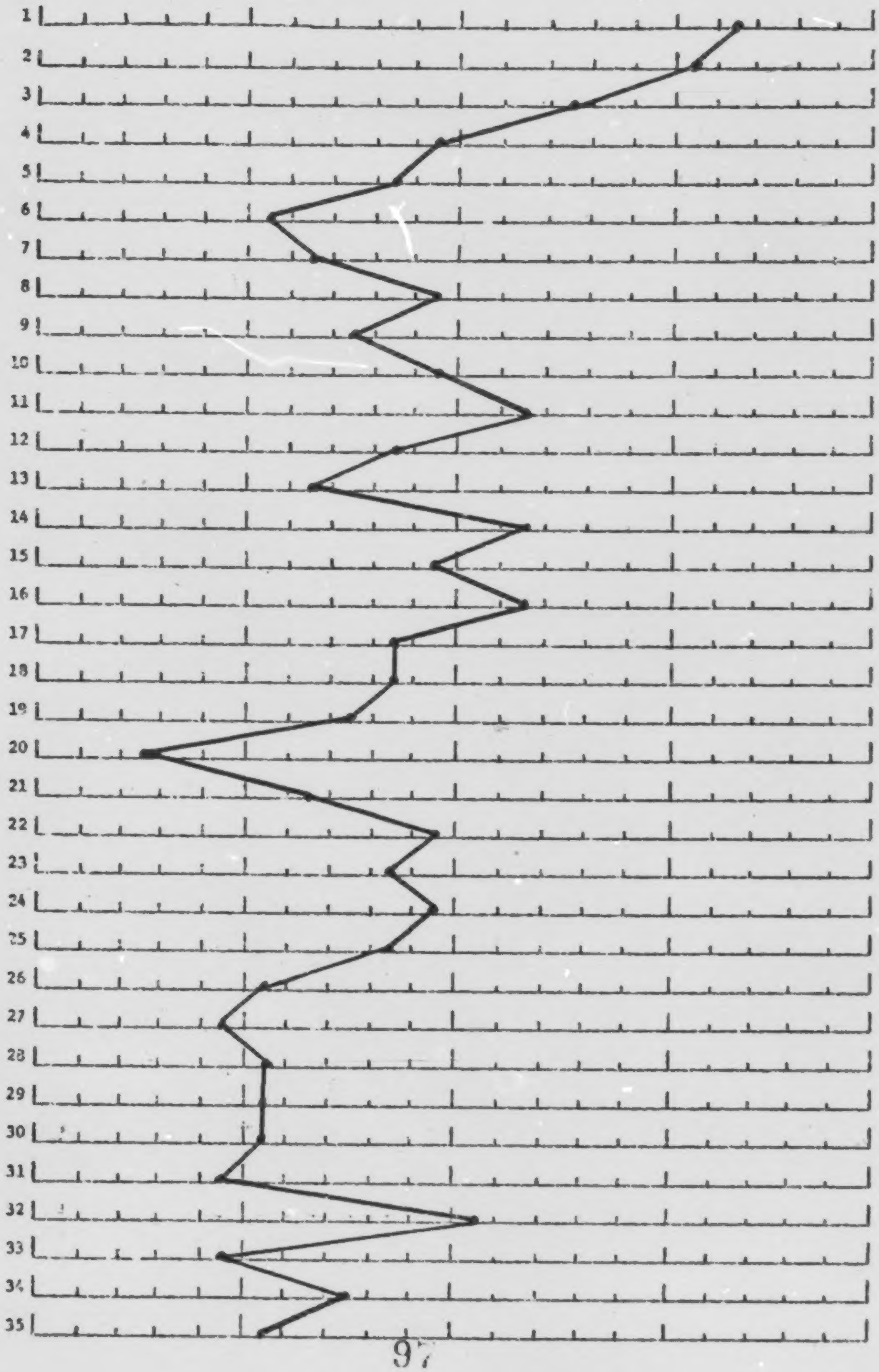

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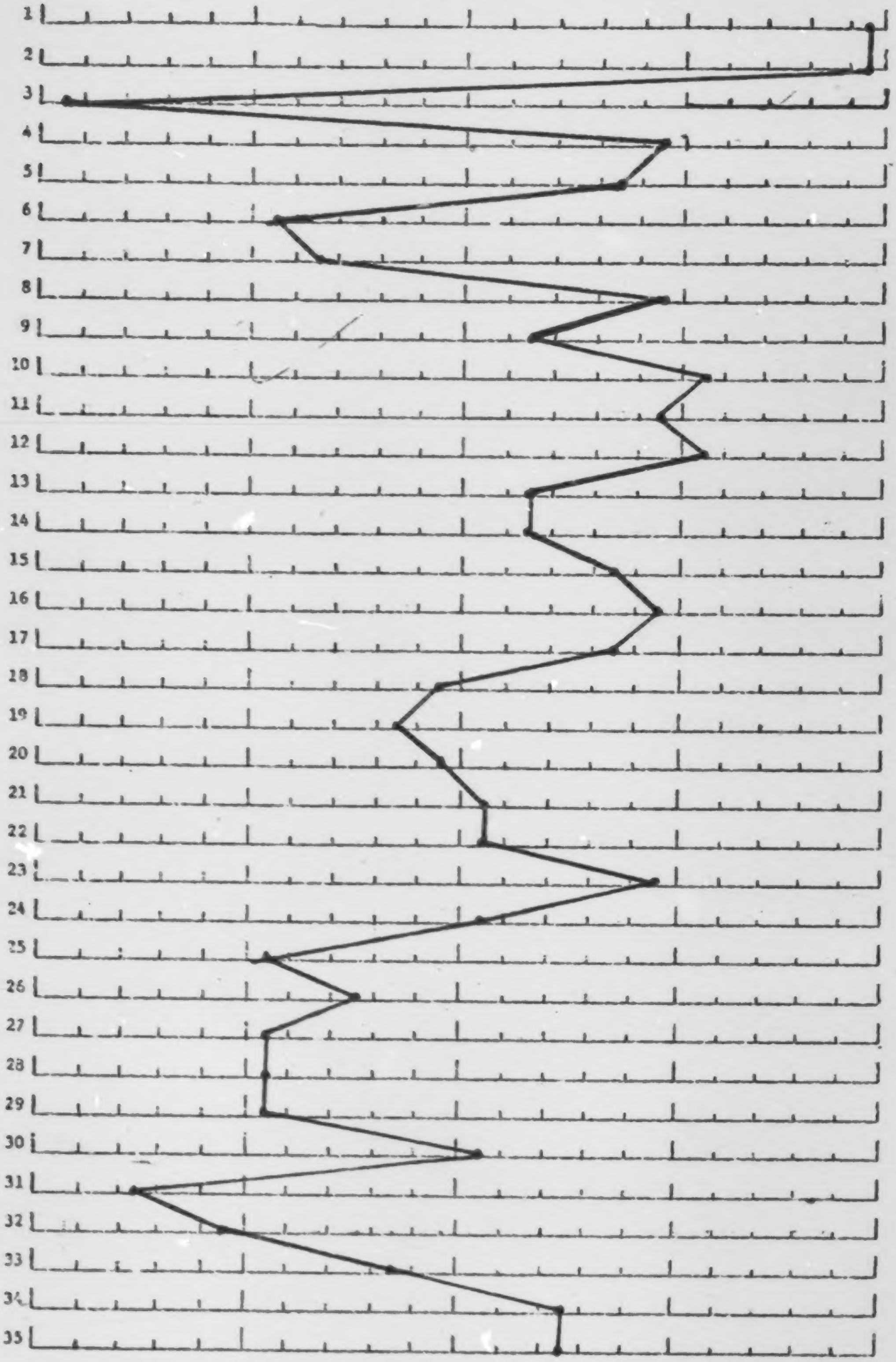
I.G.E. OUTCOME ACHIEVEMENT
PROFILE 2 - PRINCIPAL



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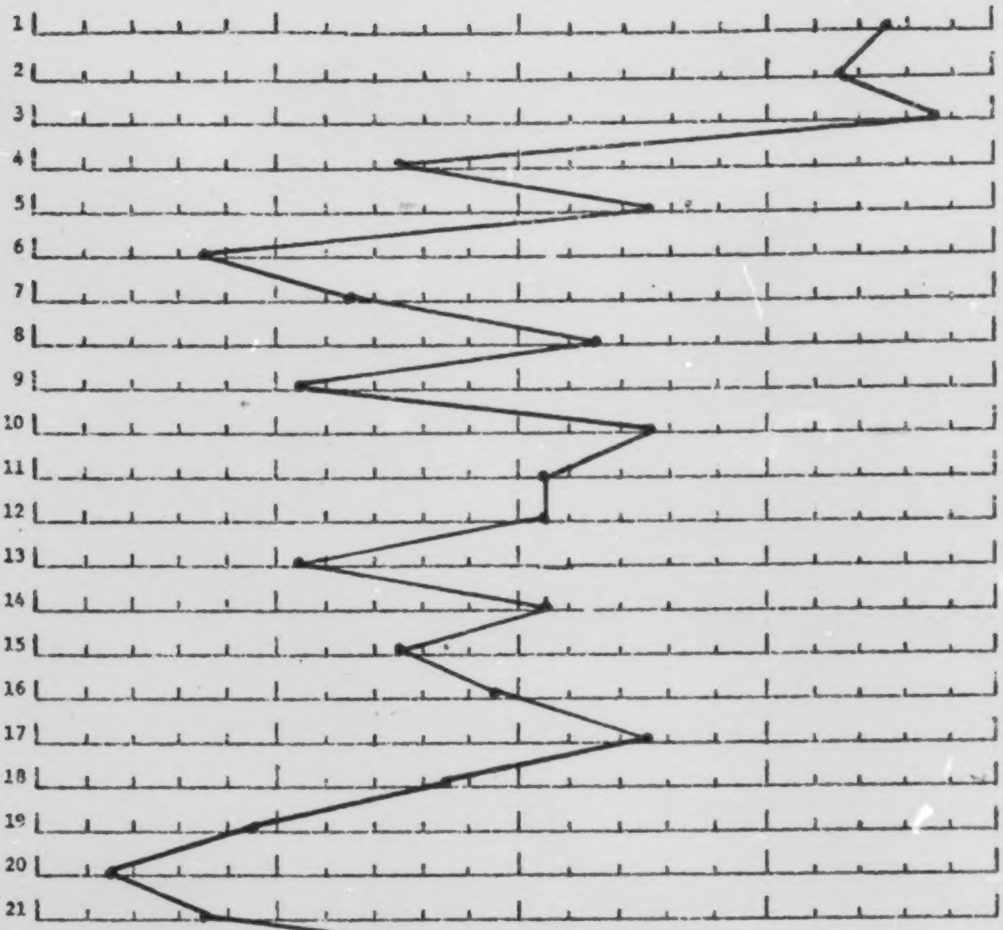
I.G.E. OUTCOME ACHIEVEMENT
PROFILE 3 - UNIT LEADERS



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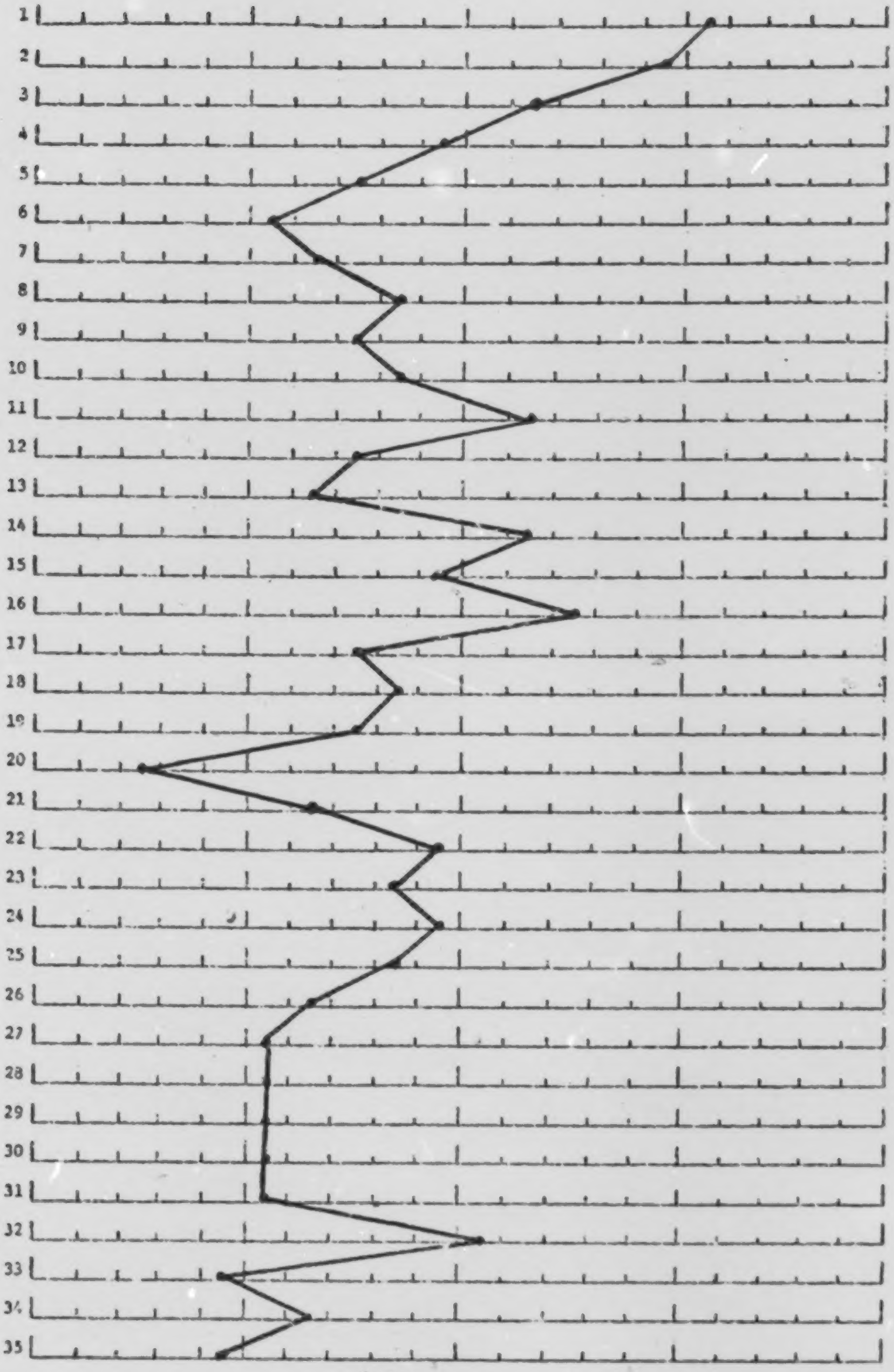
PROFILE 4 - UNIT TEACHERS



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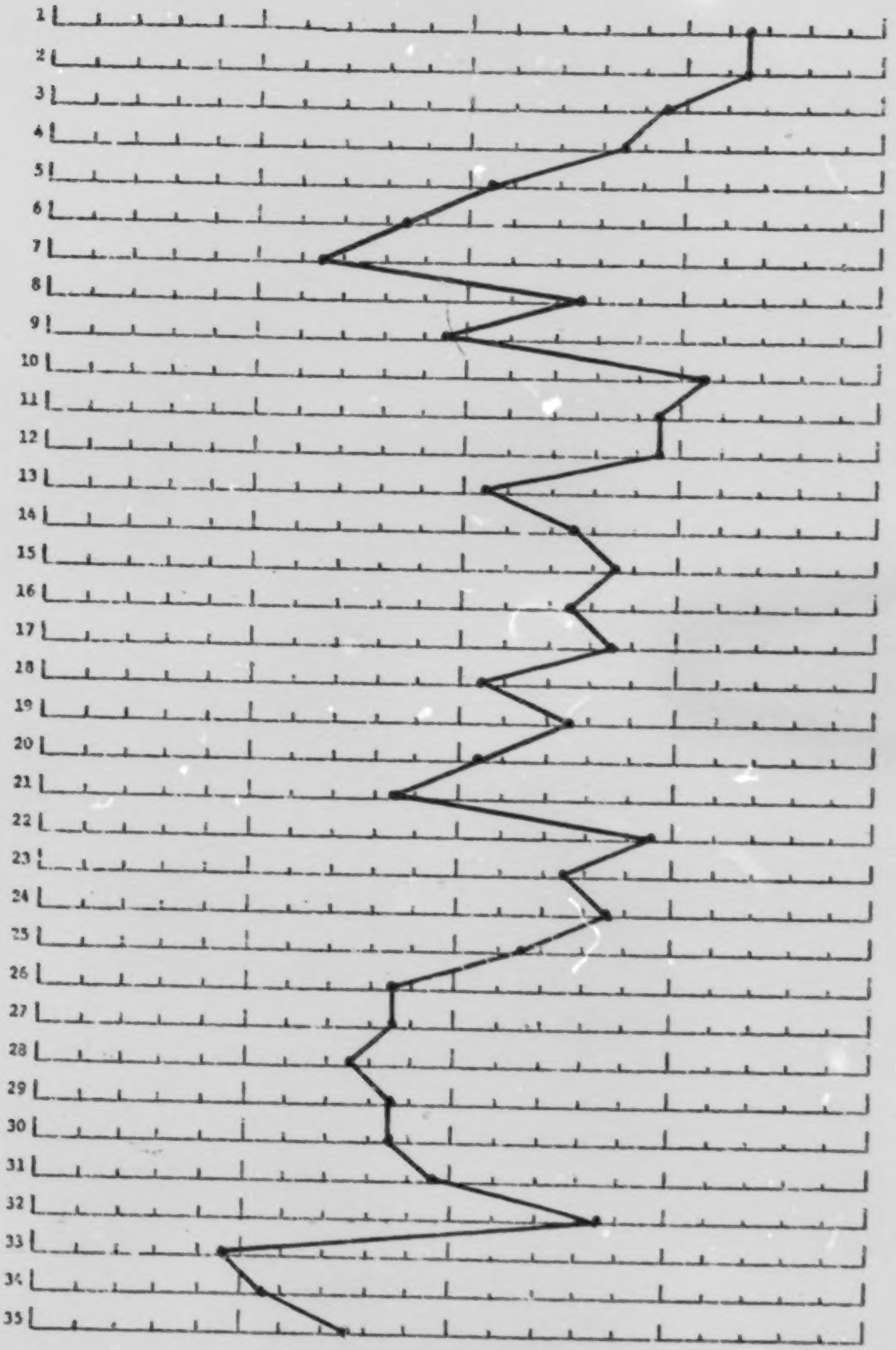

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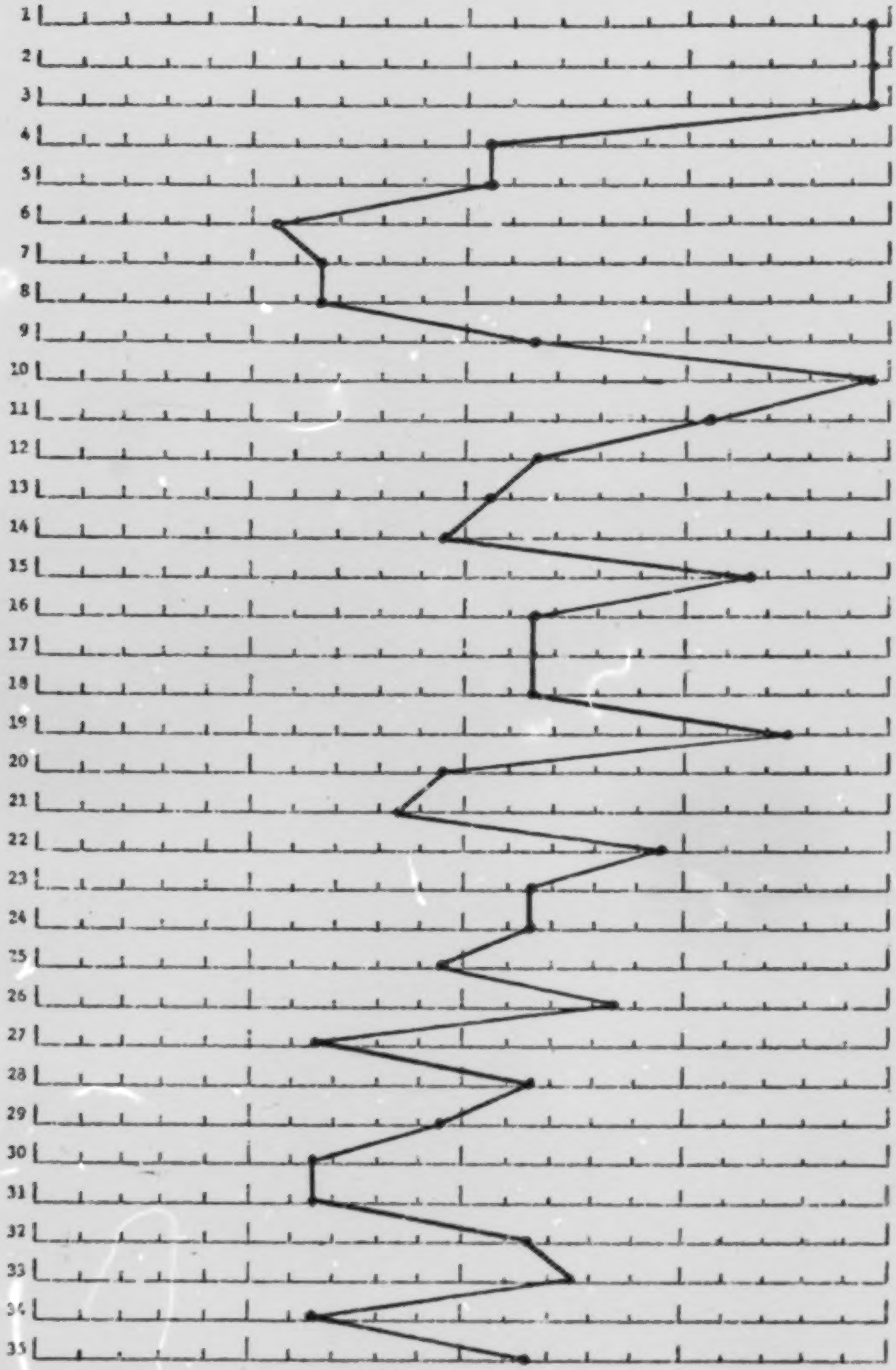

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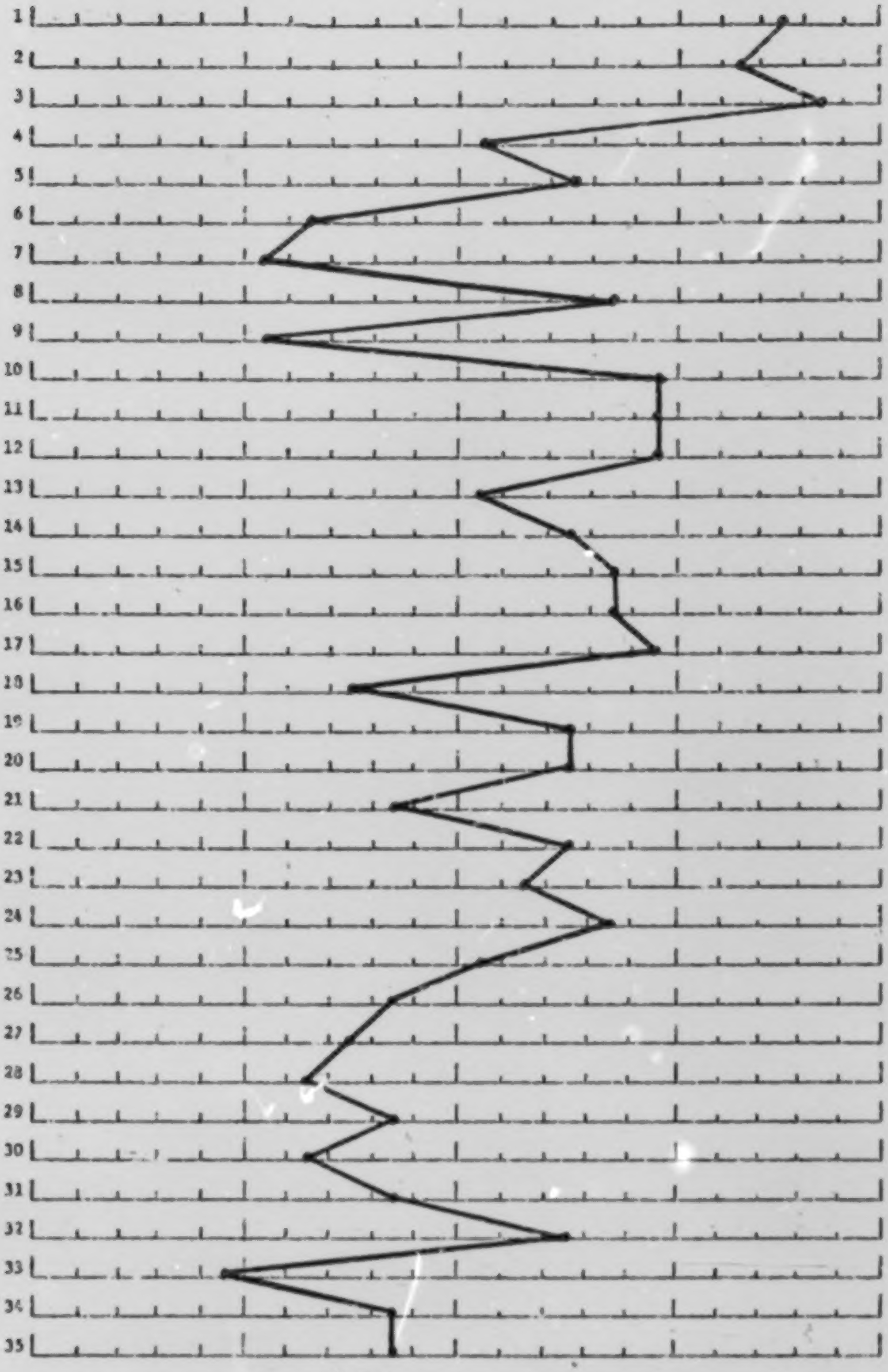
PROFILE 3 - UNIT LEADERS



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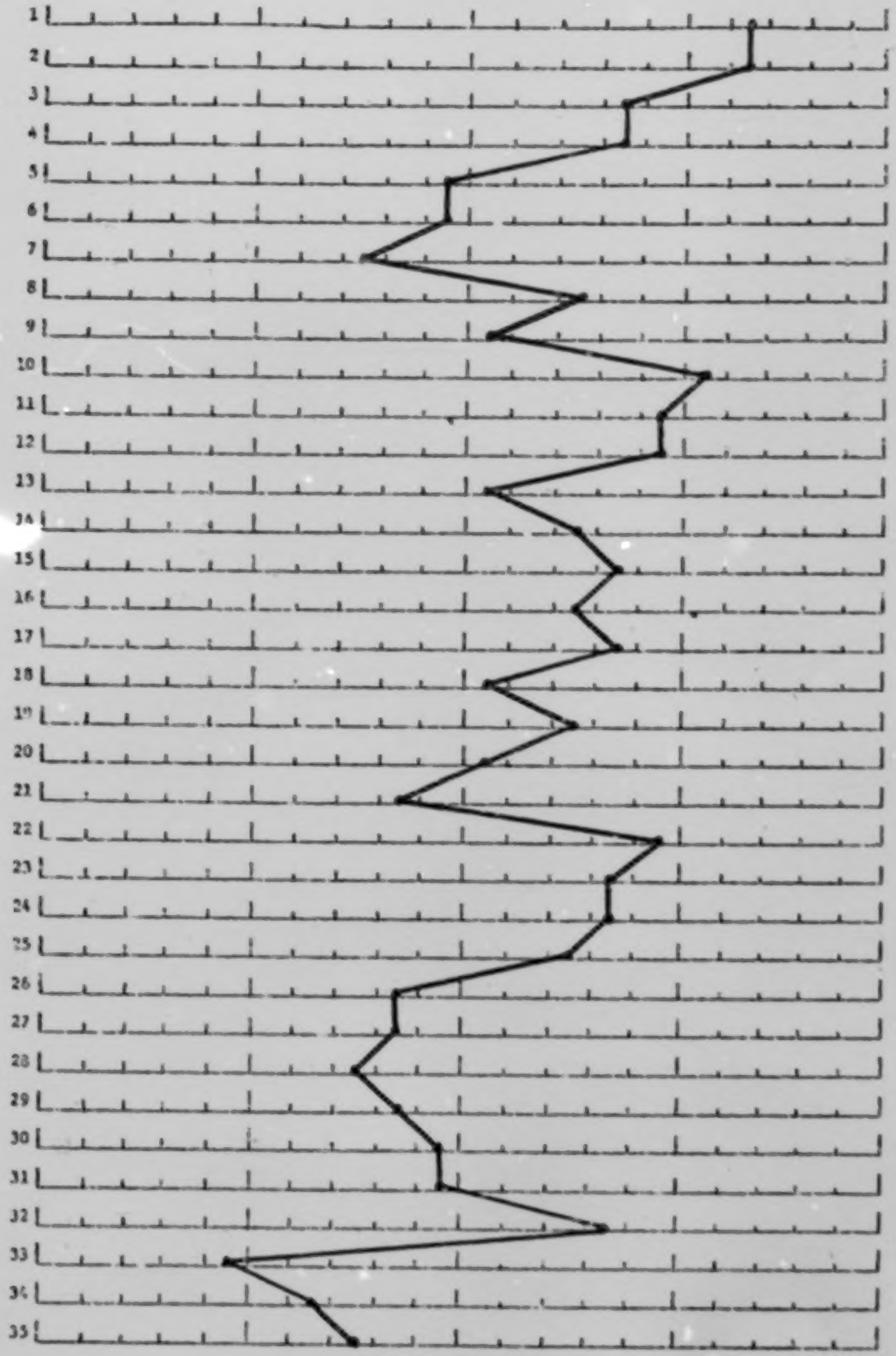
PROFILE 4 - UNIT TEACHERS



SHATTUCK STREET SCHOOL
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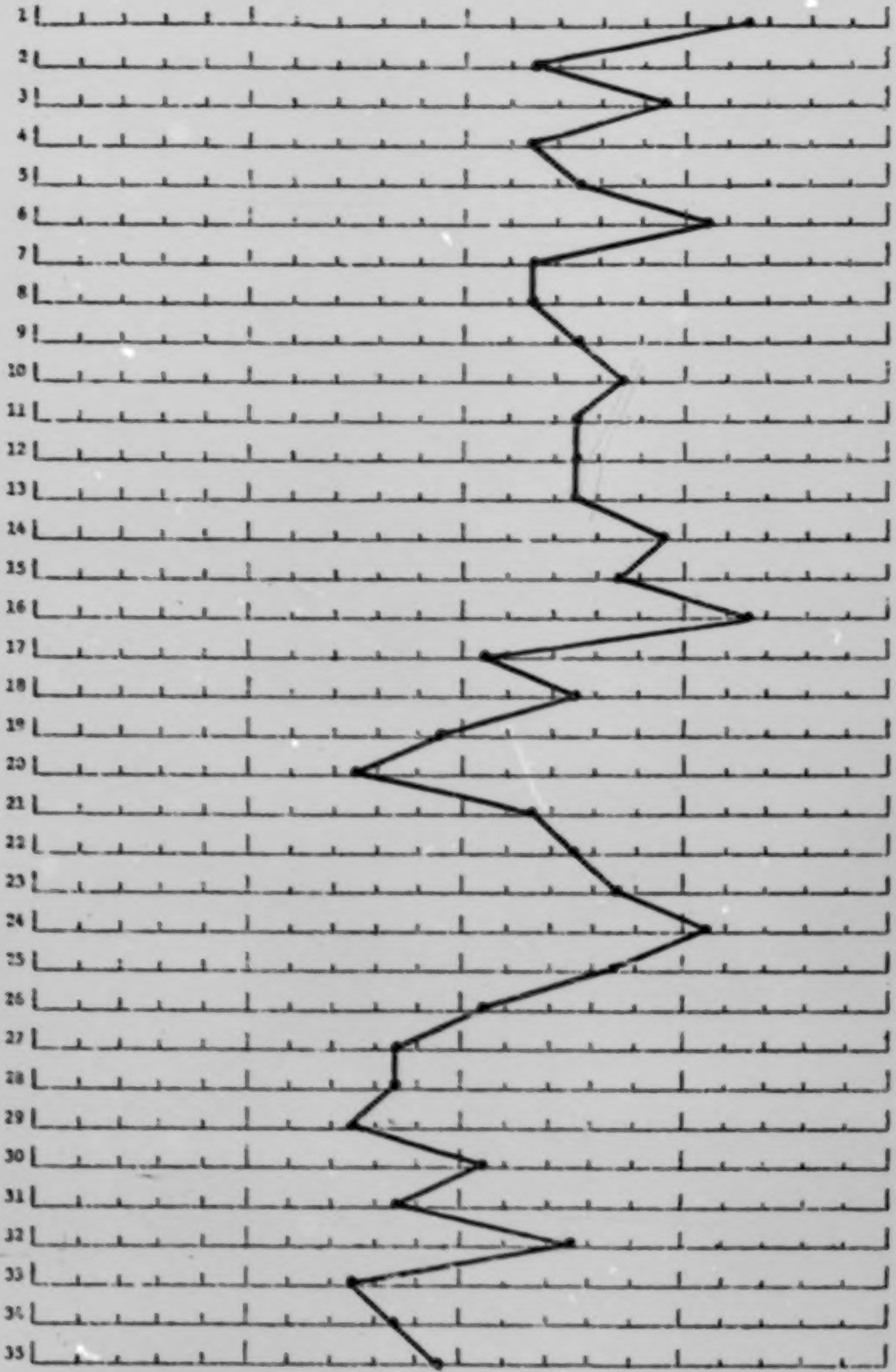

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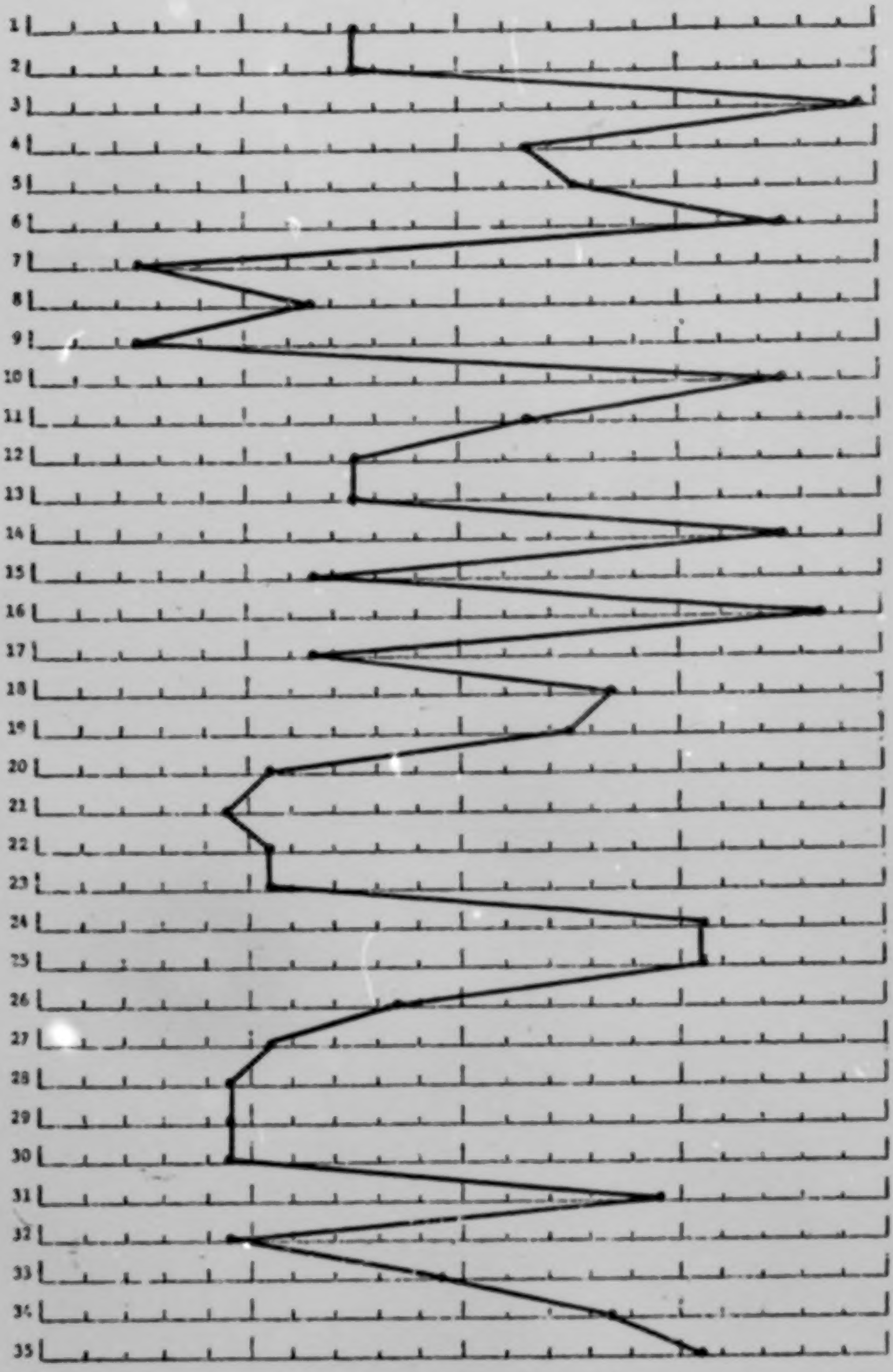

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I.G.E. OUTCOME ACHIEVEMENT
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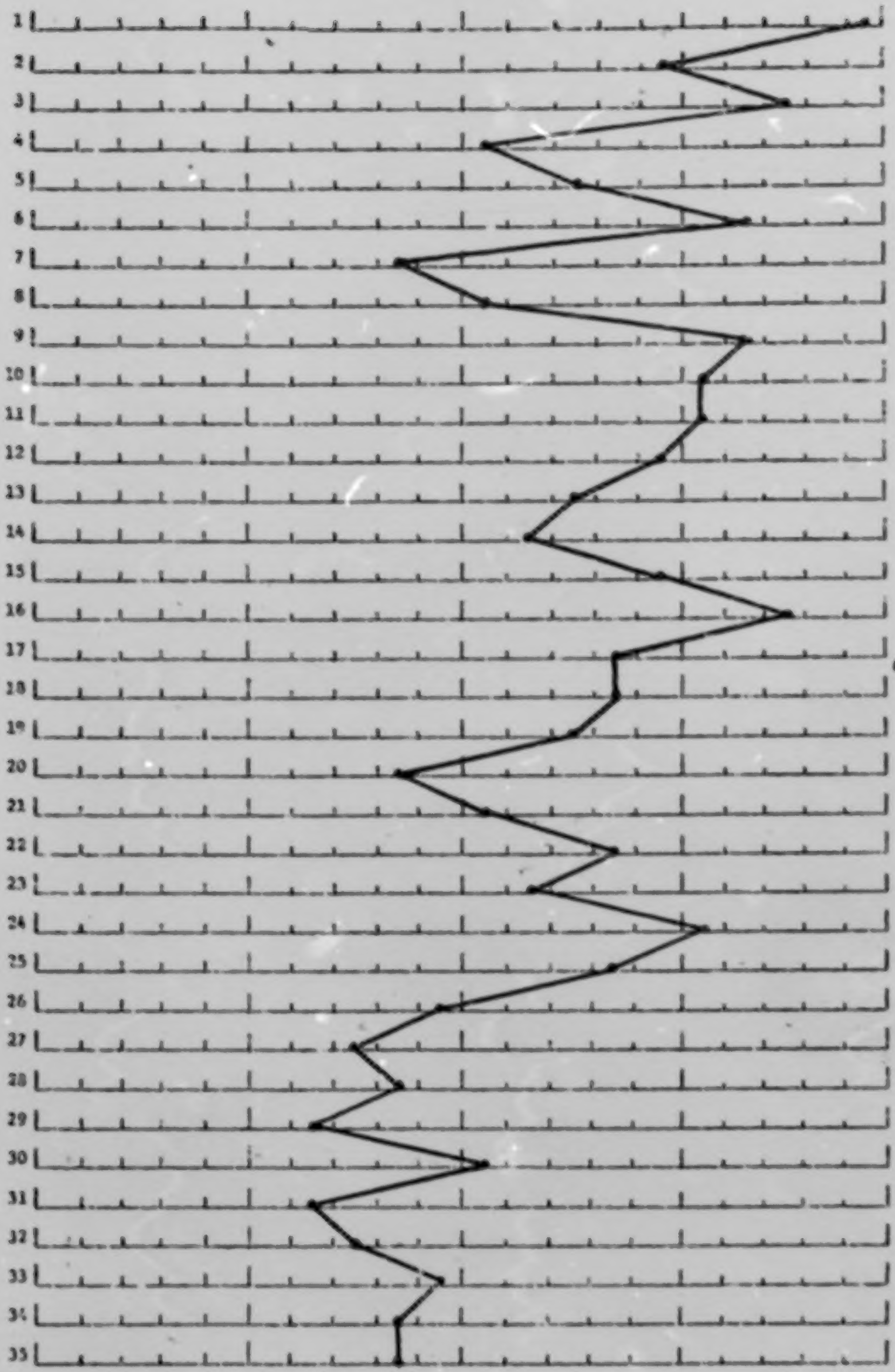

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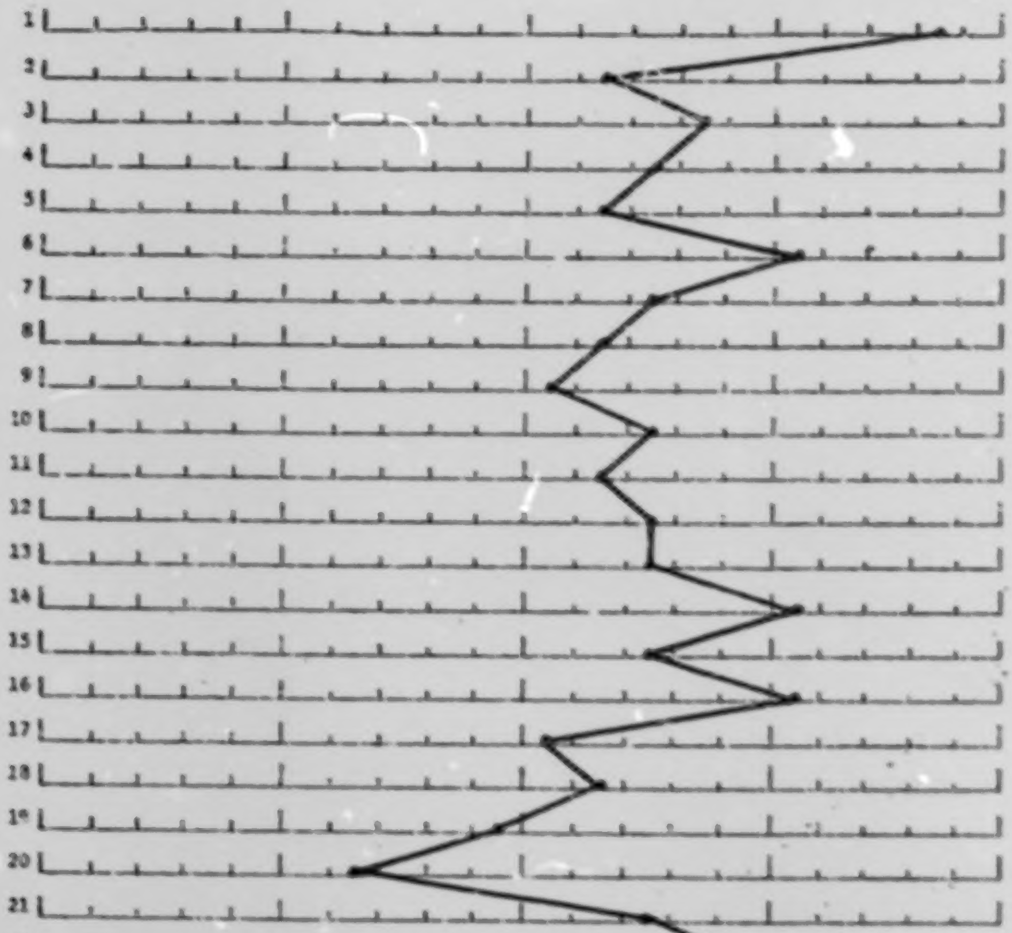
I.G.E. OUTCOME ACHIEVEMENT
PROFILE 4 - UNIT TEACHERS



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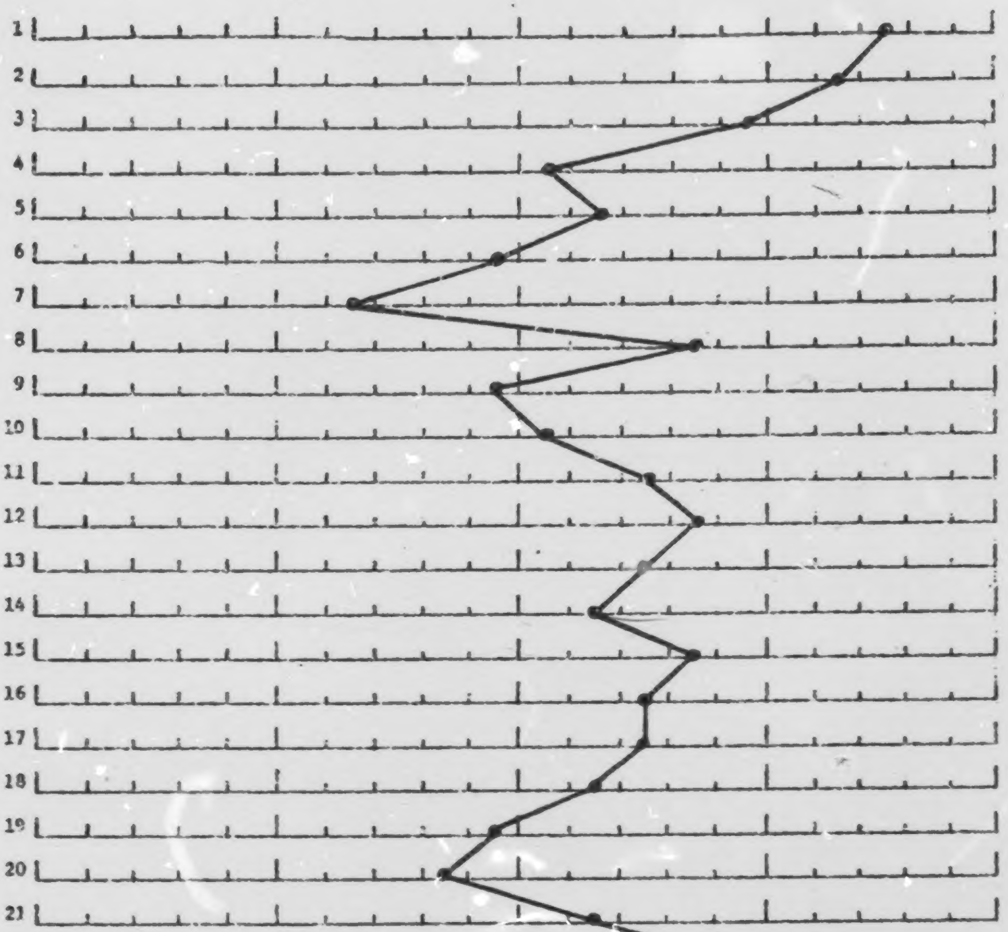

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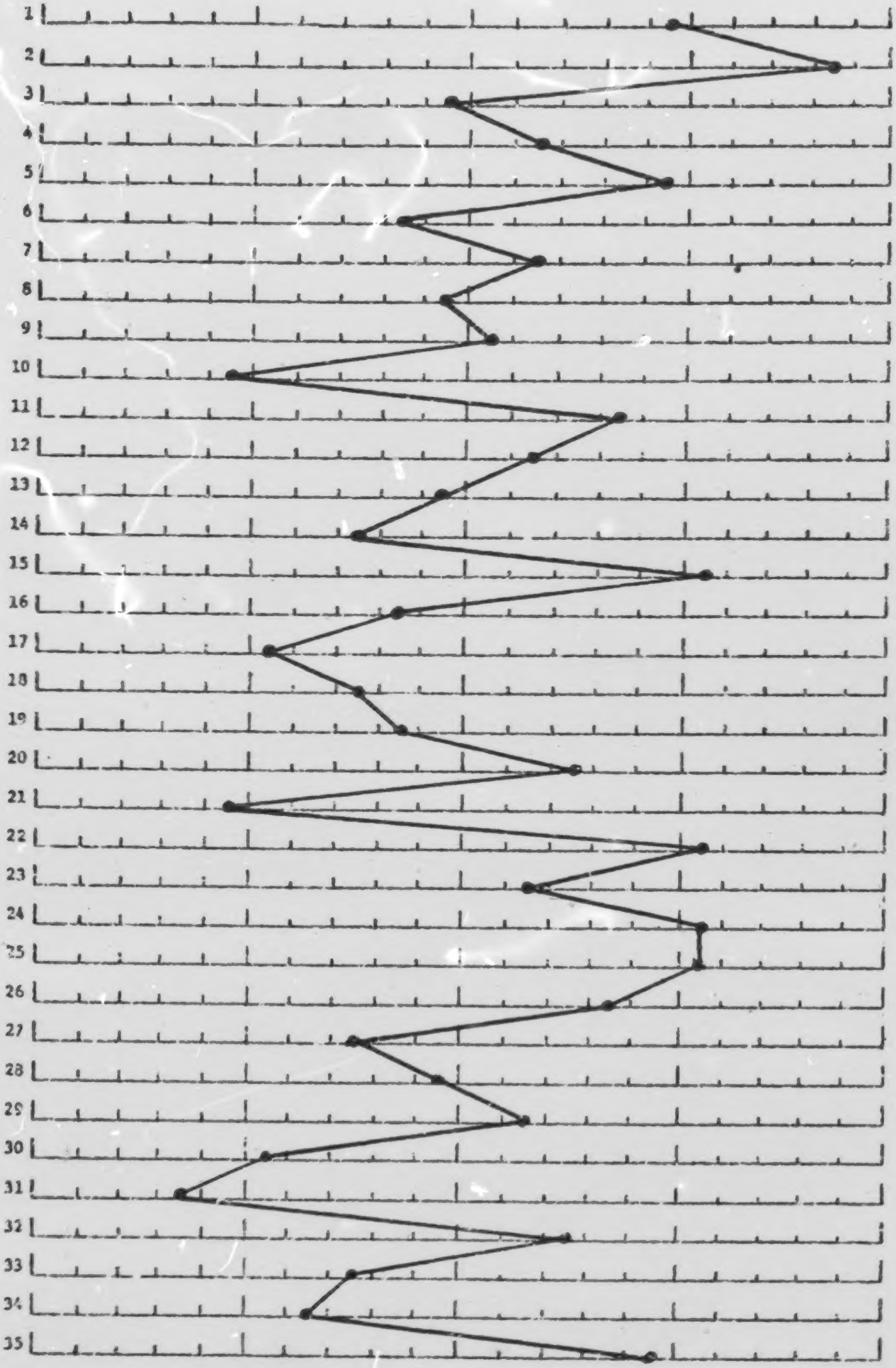
PROFILE 2 - PRINCIPAL



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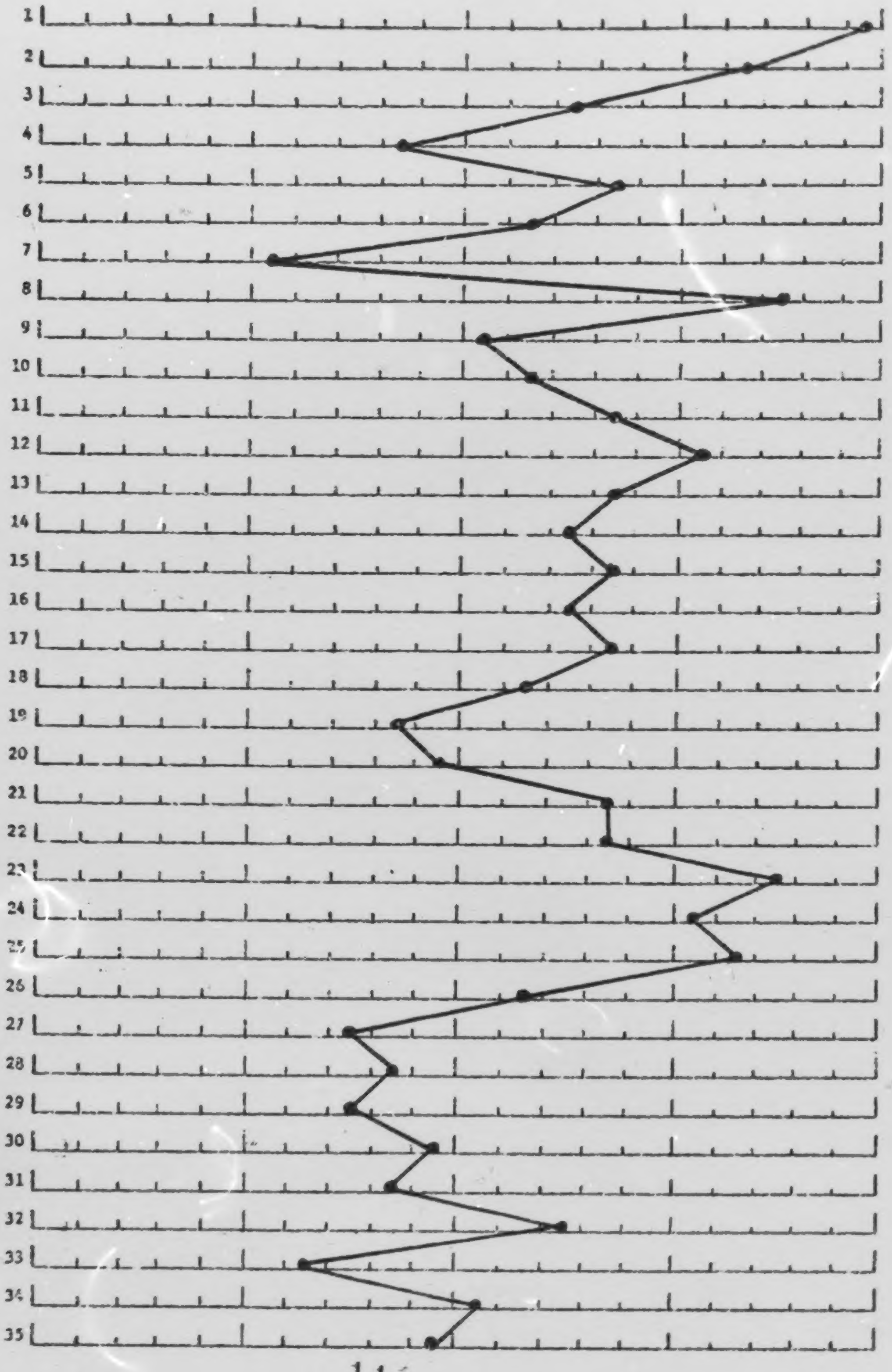
I.G.E. OUTCOME ACHIEVEMENT
PROFILE 3 - UNIT LEADERS



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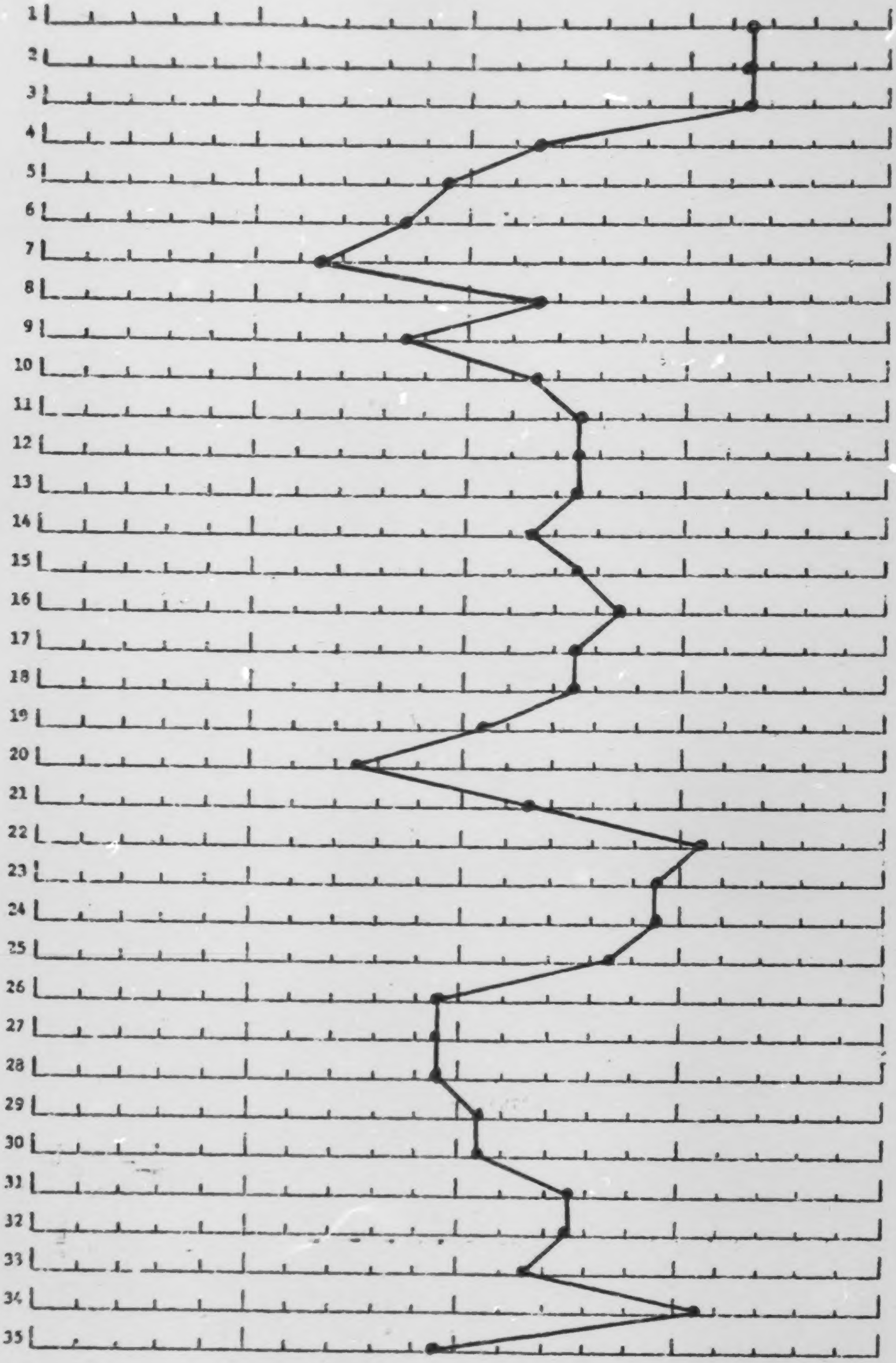
PROFILE 4 - UNIT TEACHERS



COL. JOHN ROBINSON SCHOOL
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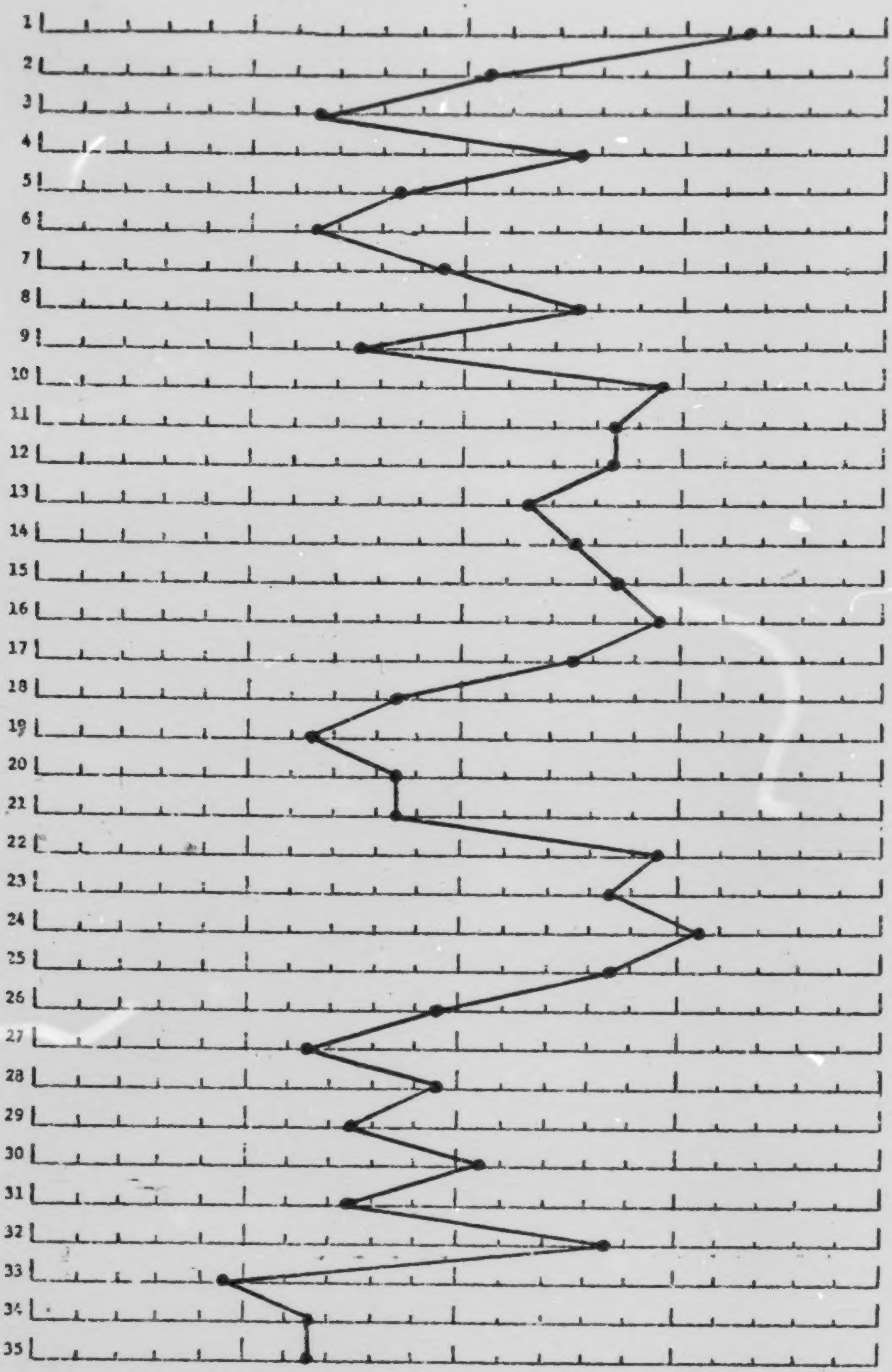

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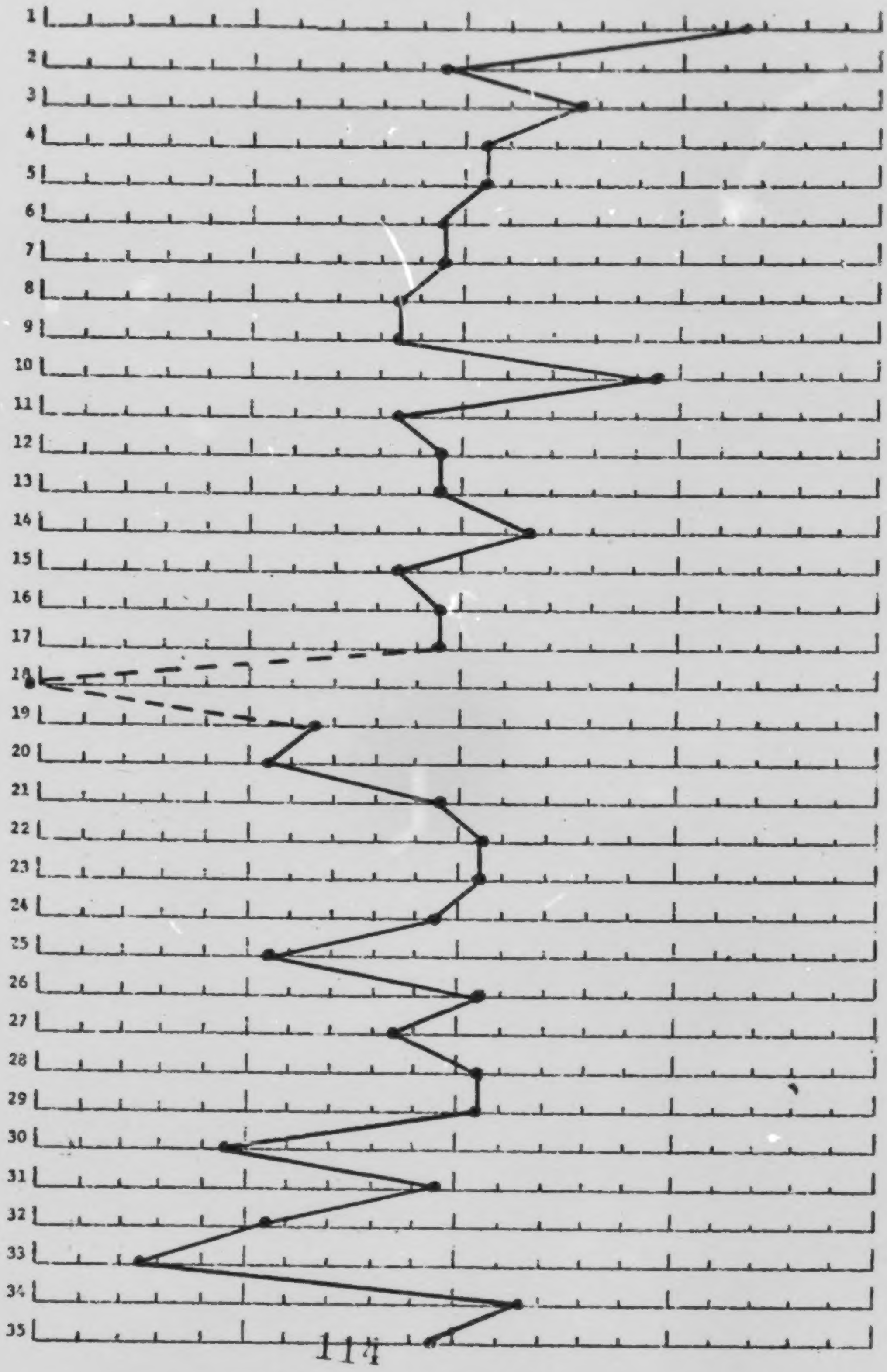

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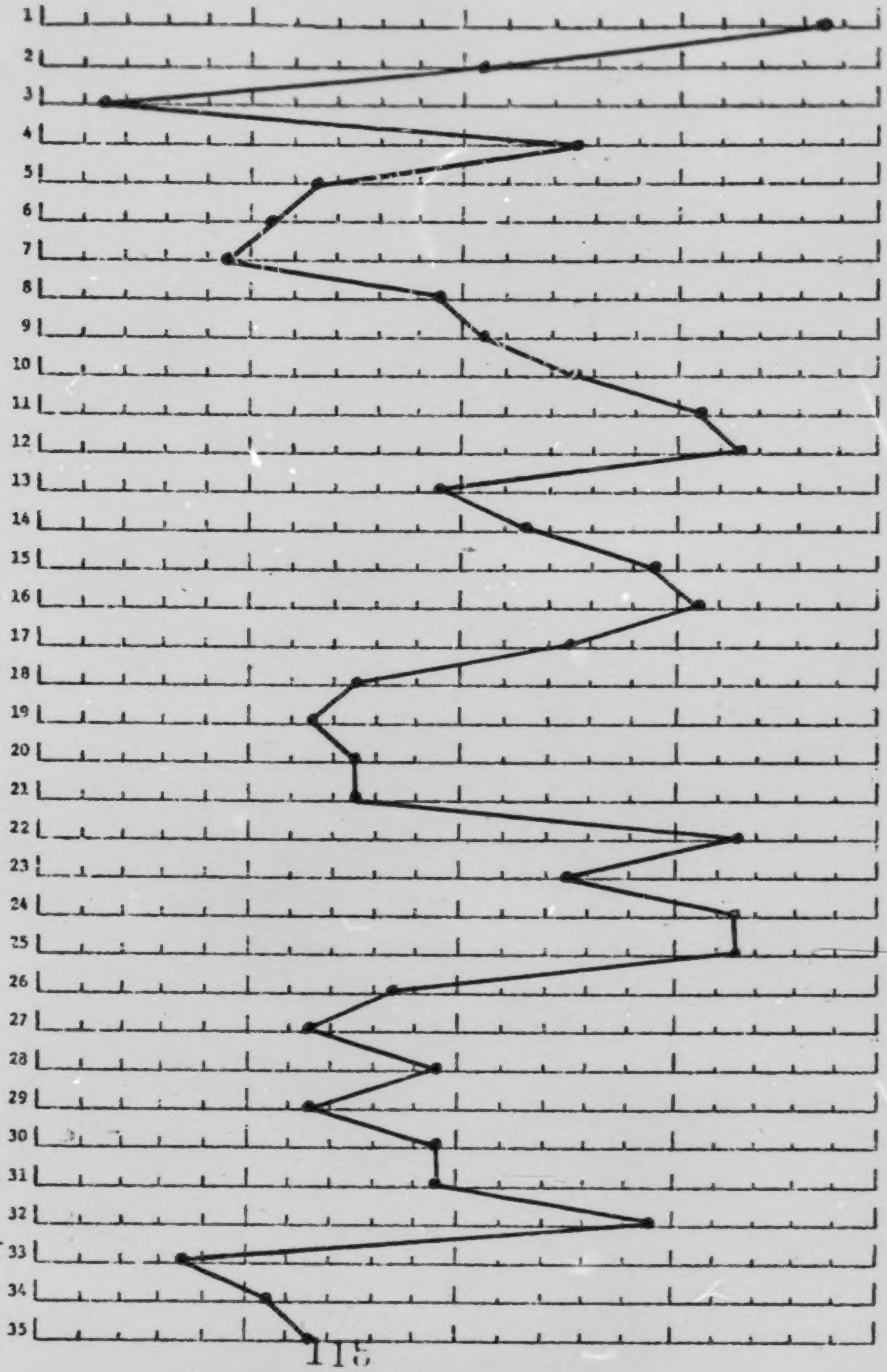

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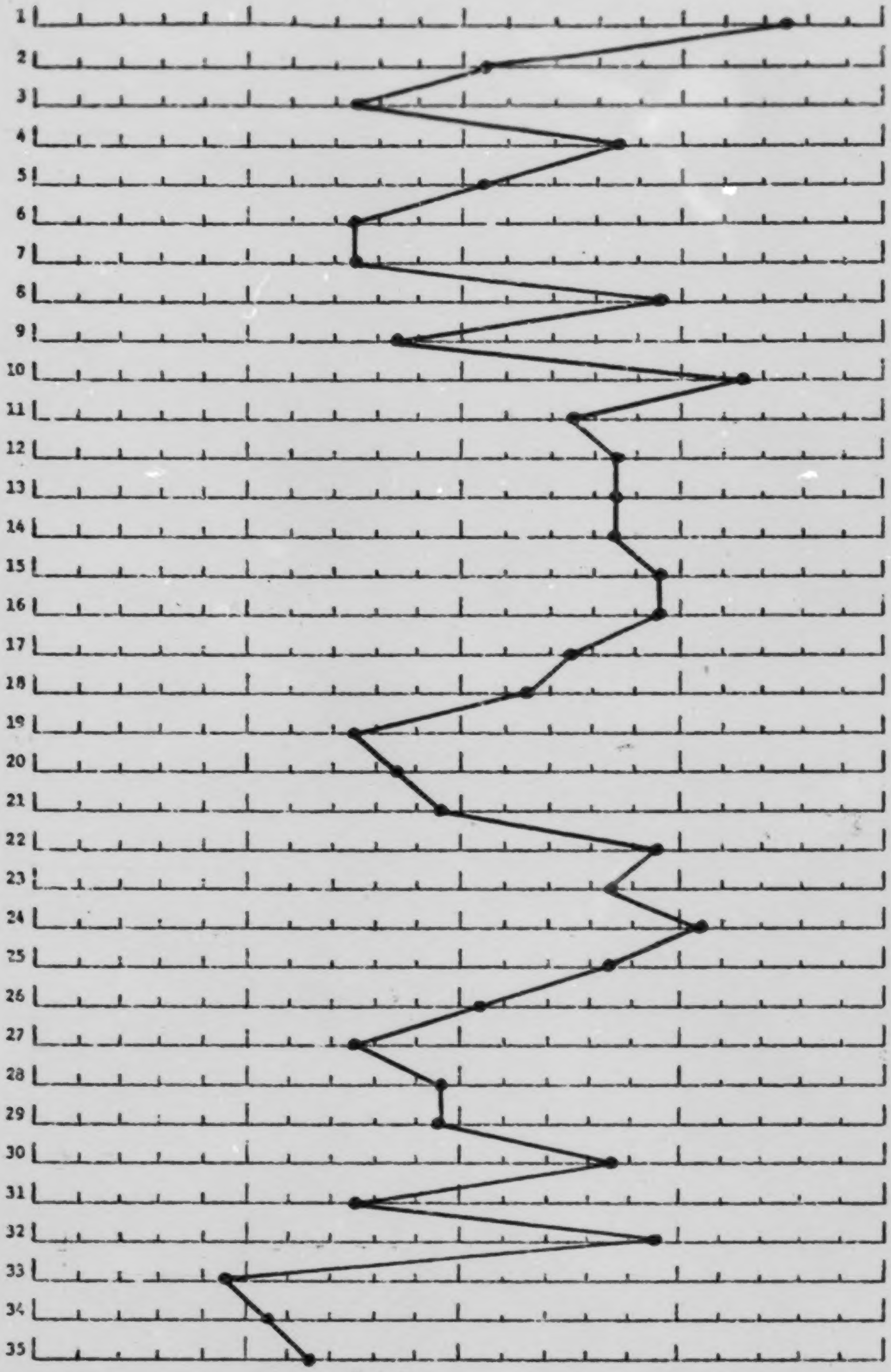

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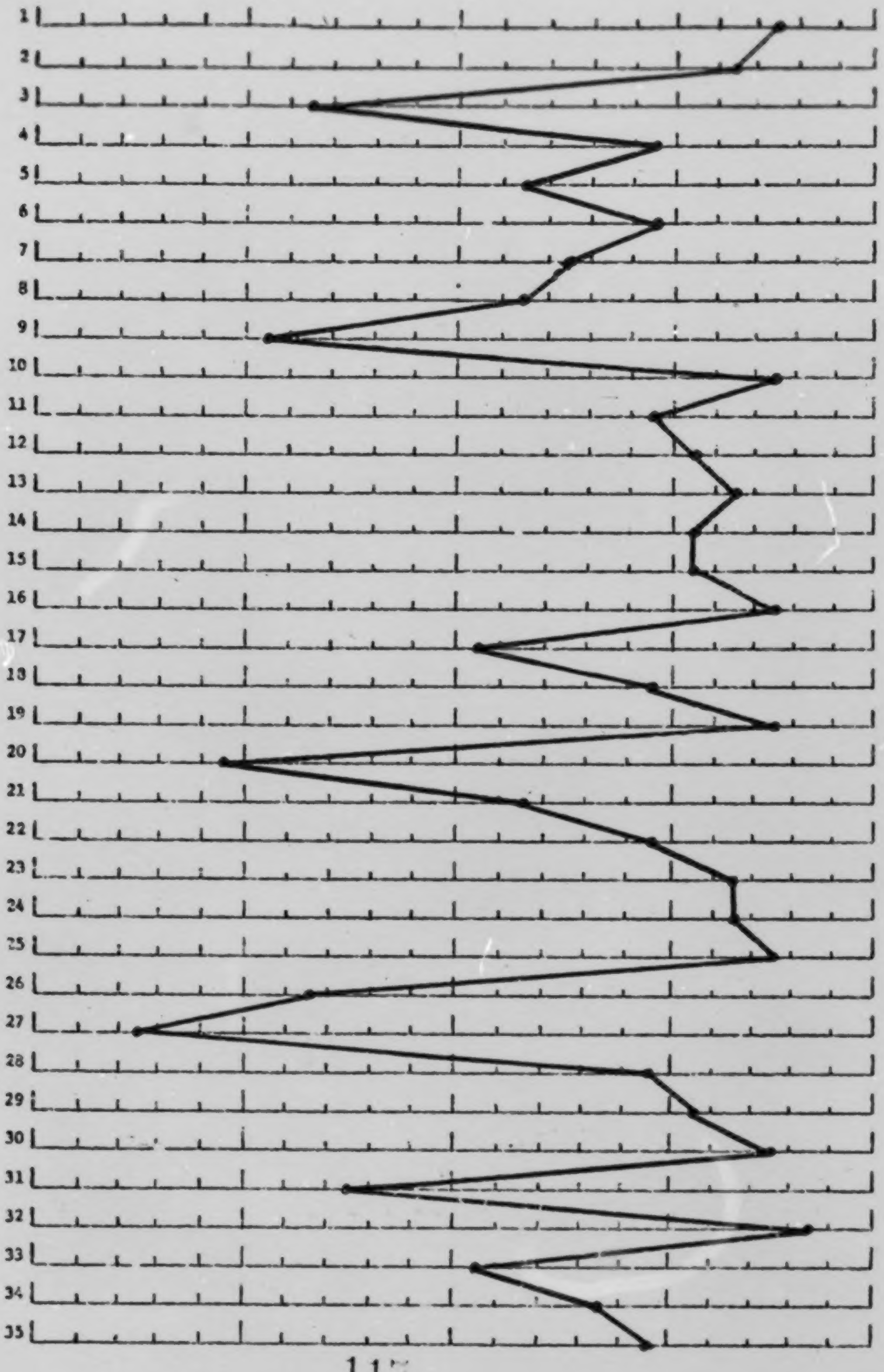

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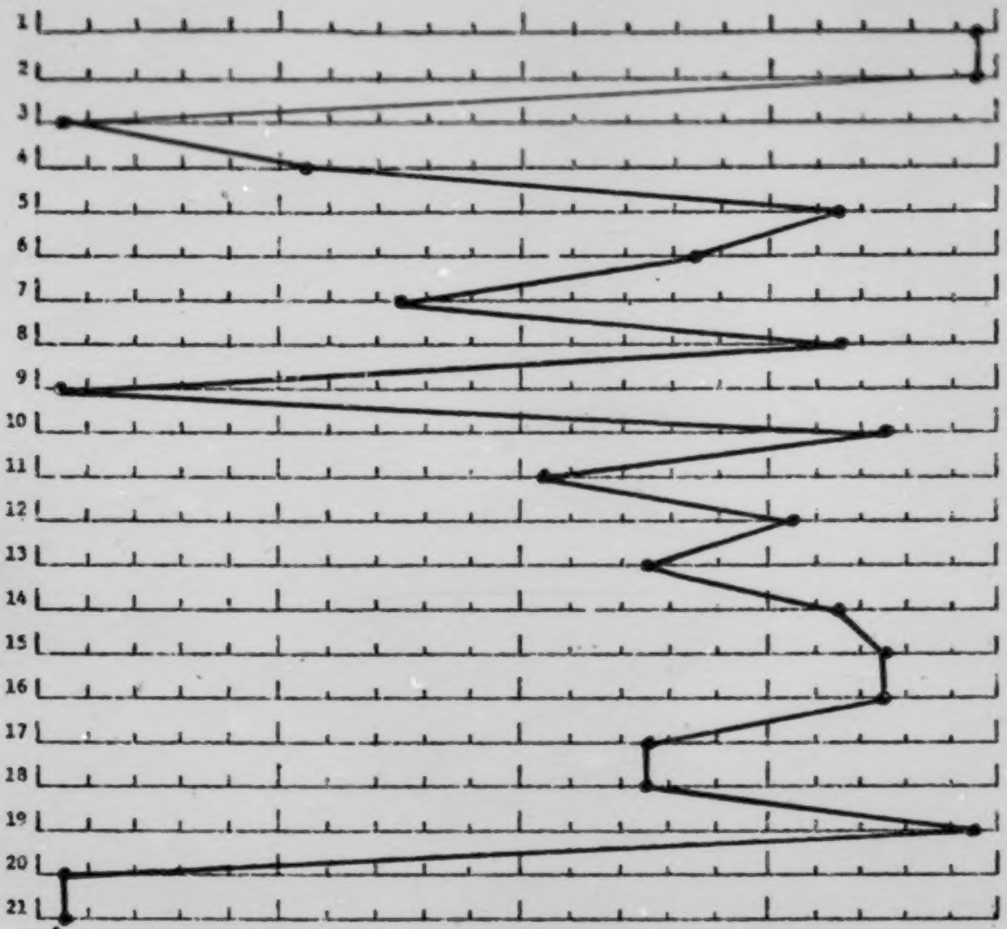

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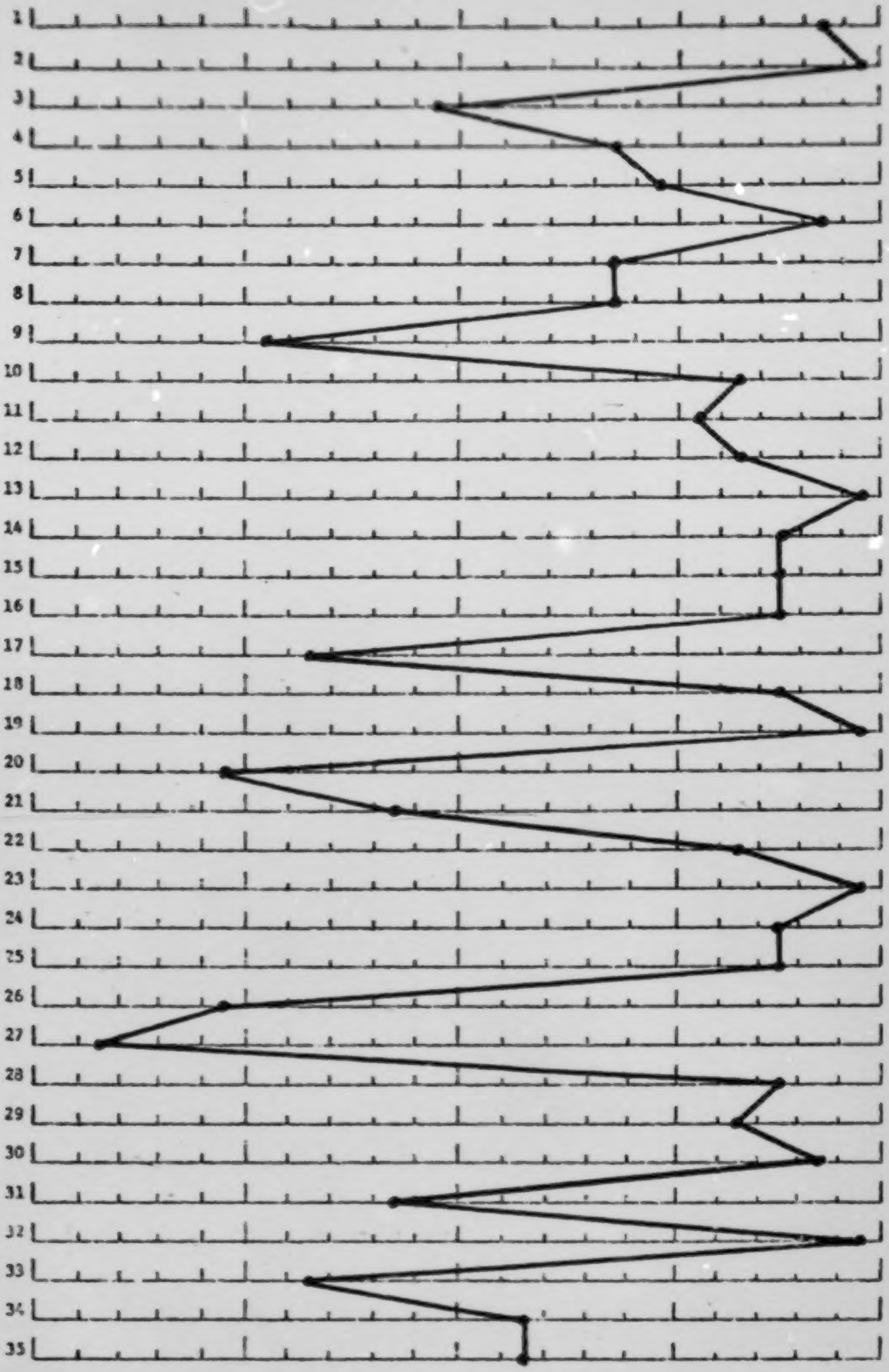

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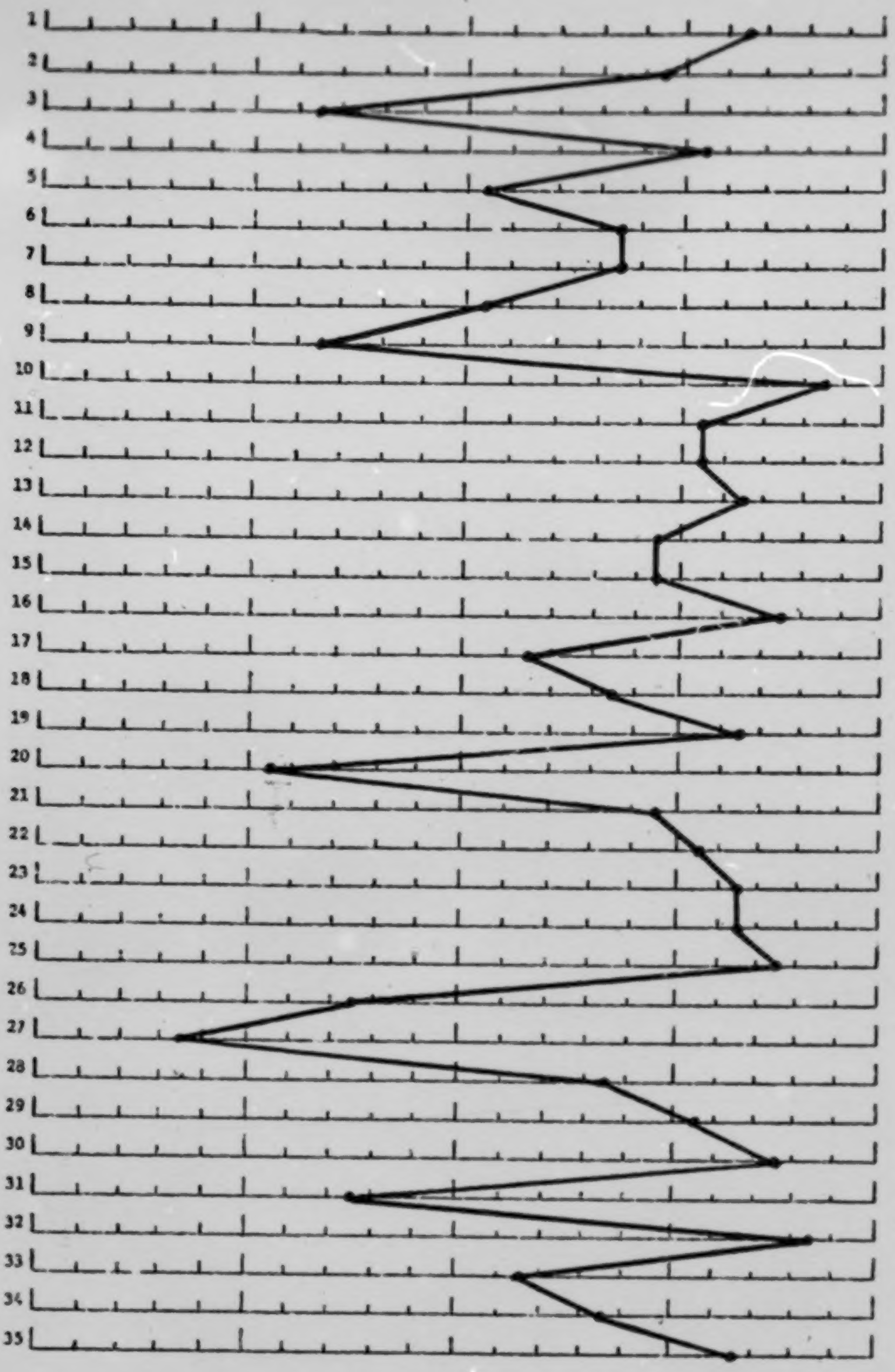

MARSH SCHOOL
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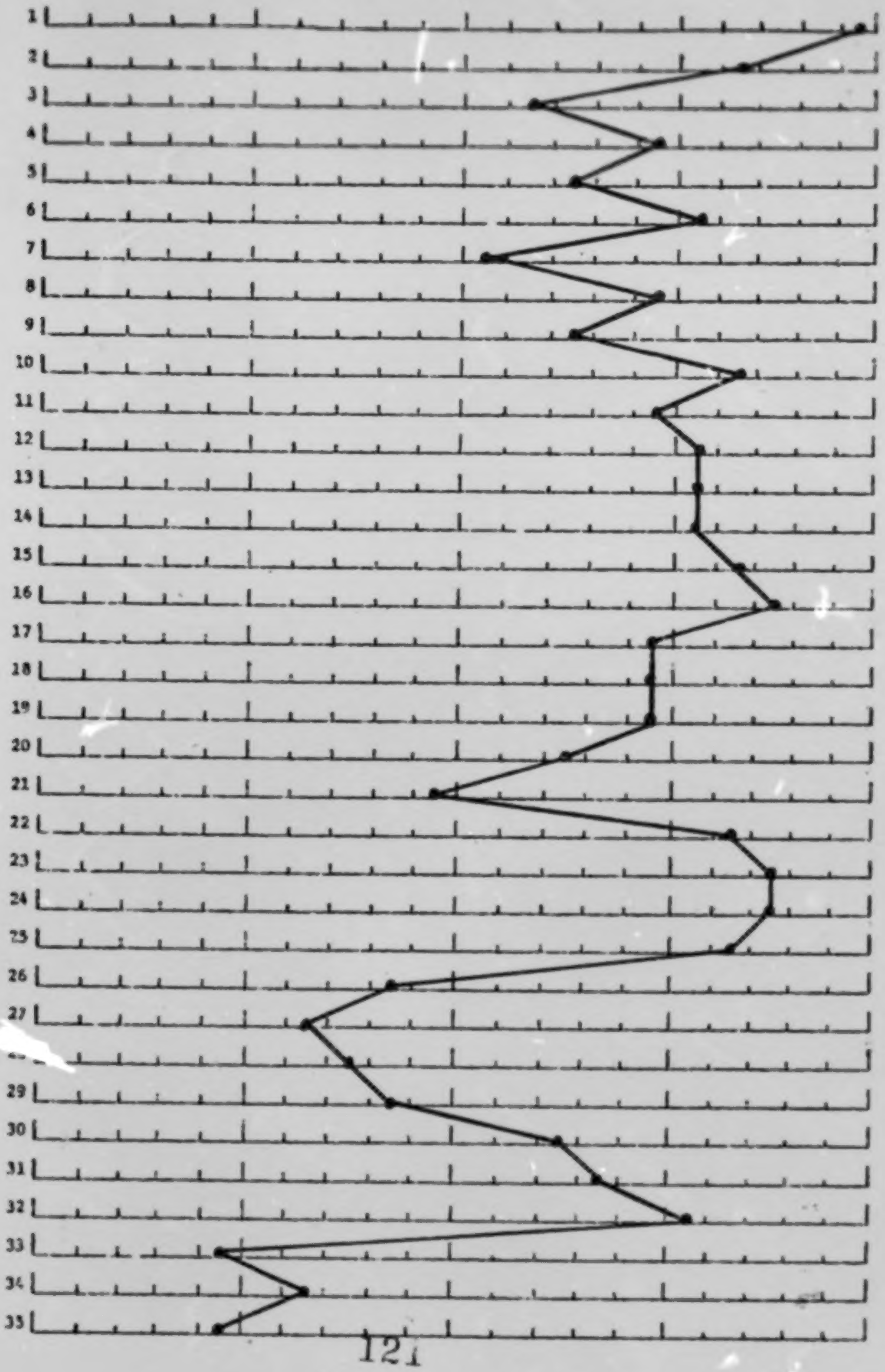

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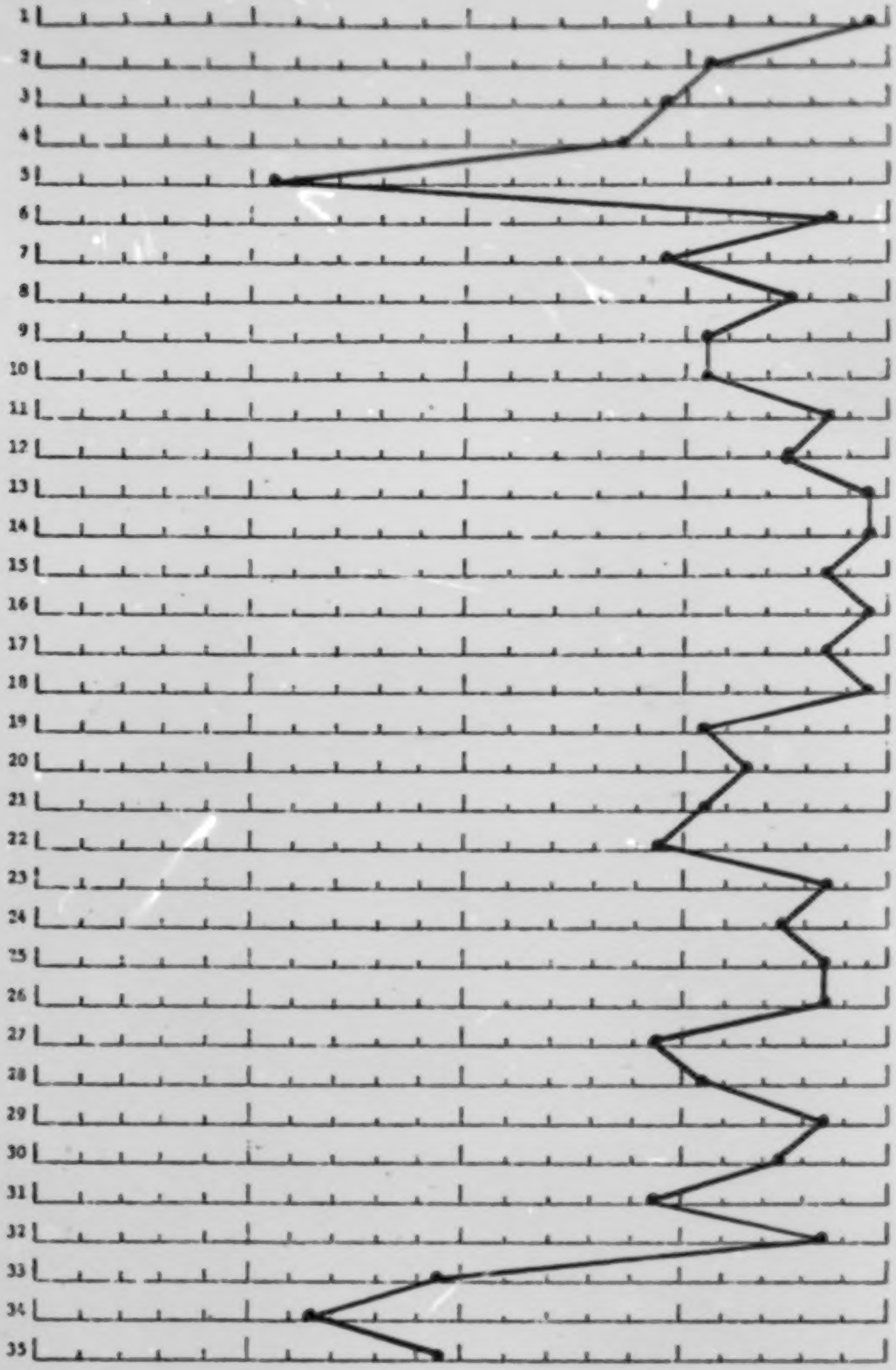

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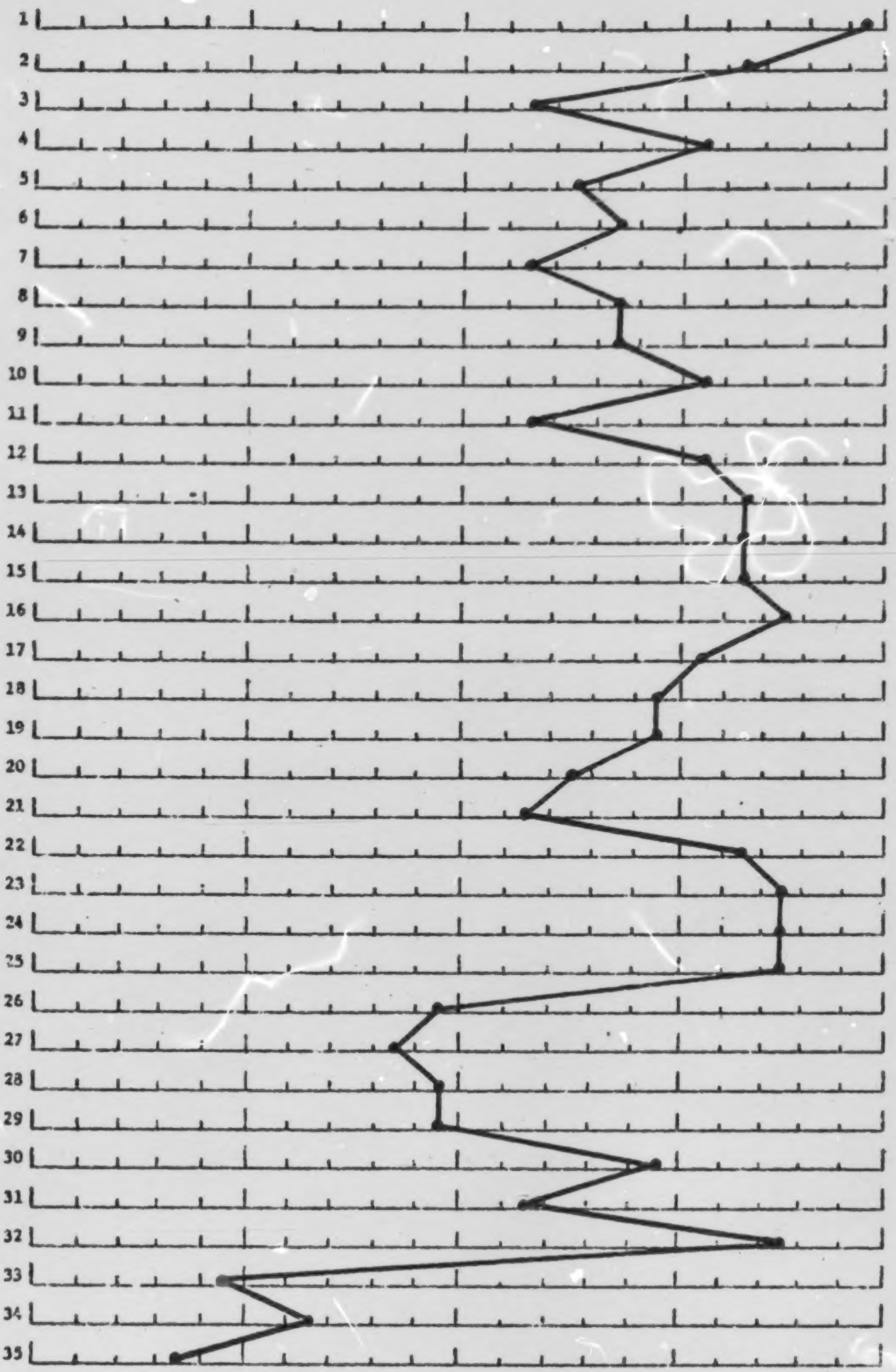

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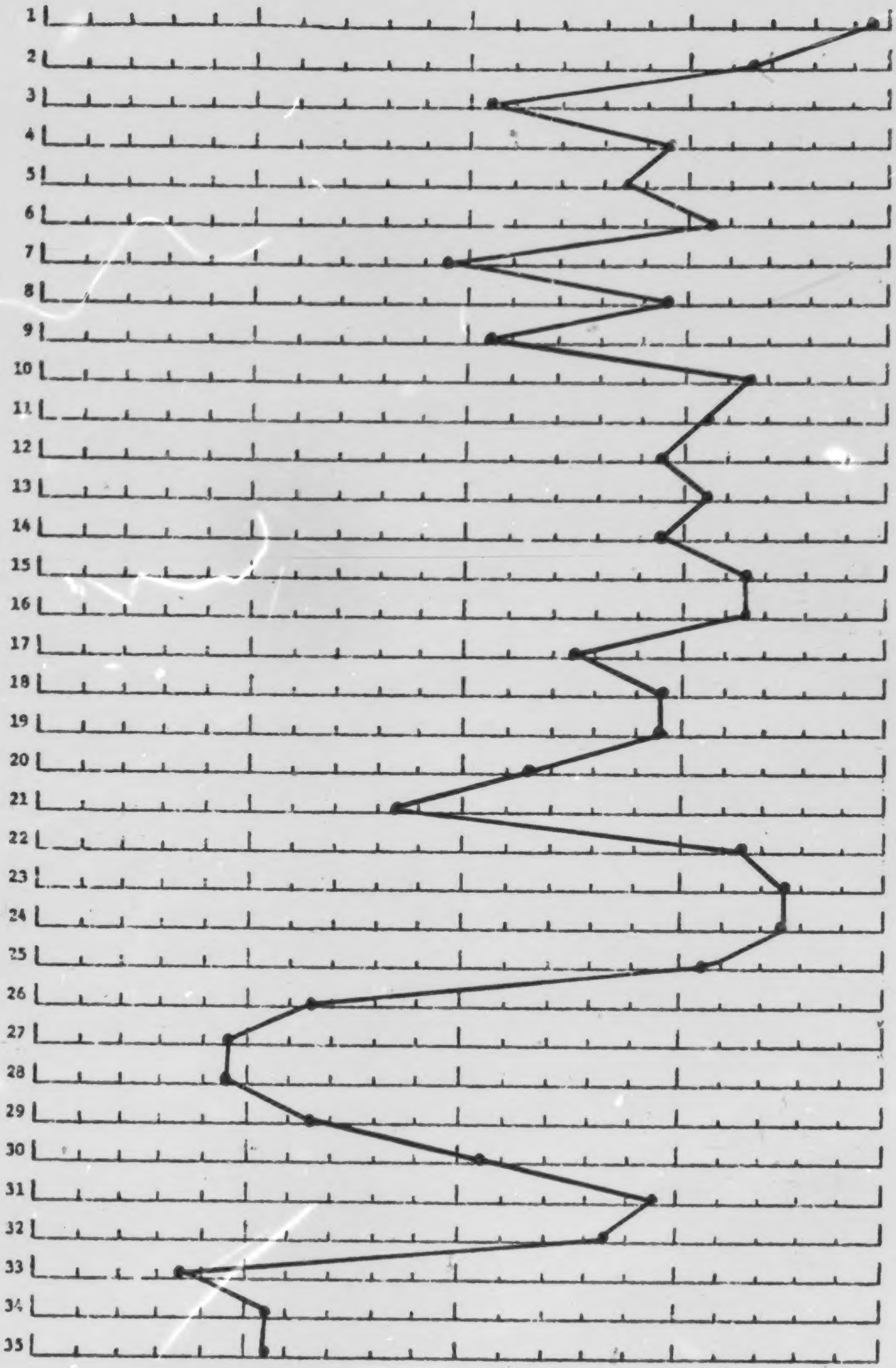

WOBURN STREET SCHOOL

I.G.E. OUTCOME ACHIEVEMENT

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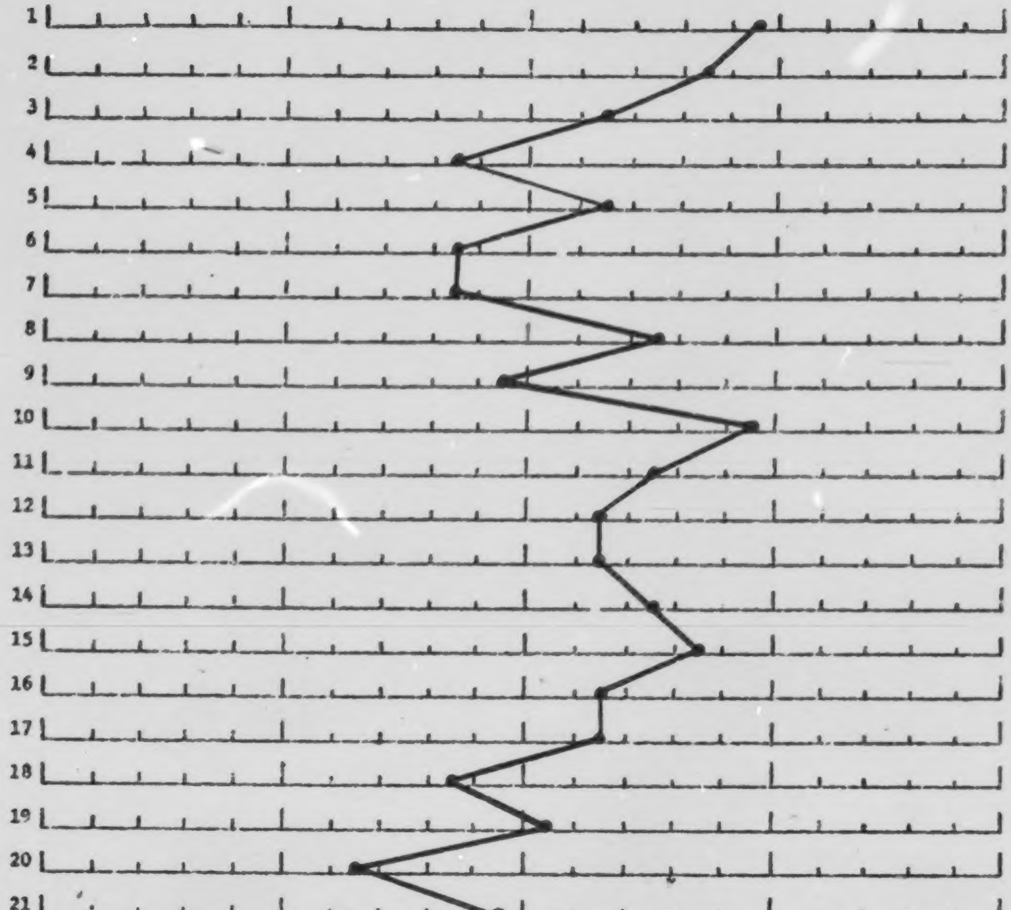

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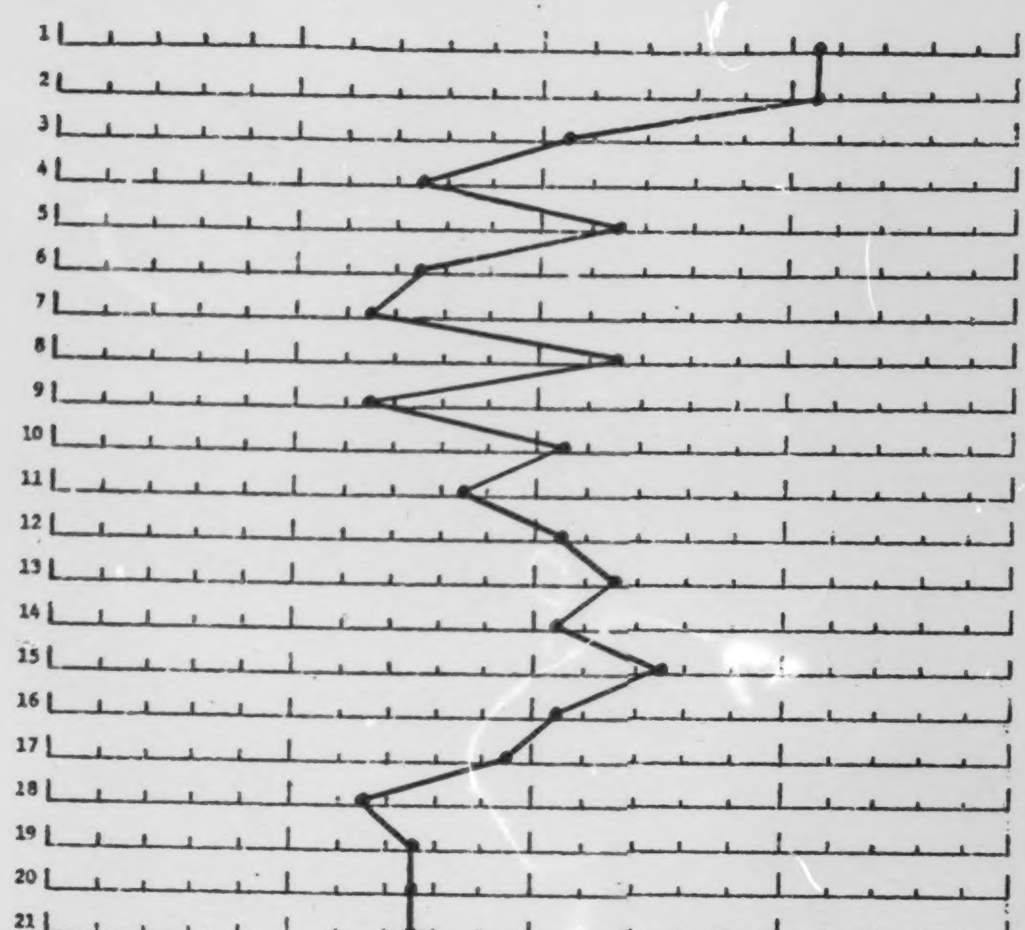
I.G.E. OUTCOME ACHIEVEMENT
PROFILE 2 - UNIT LEADERS



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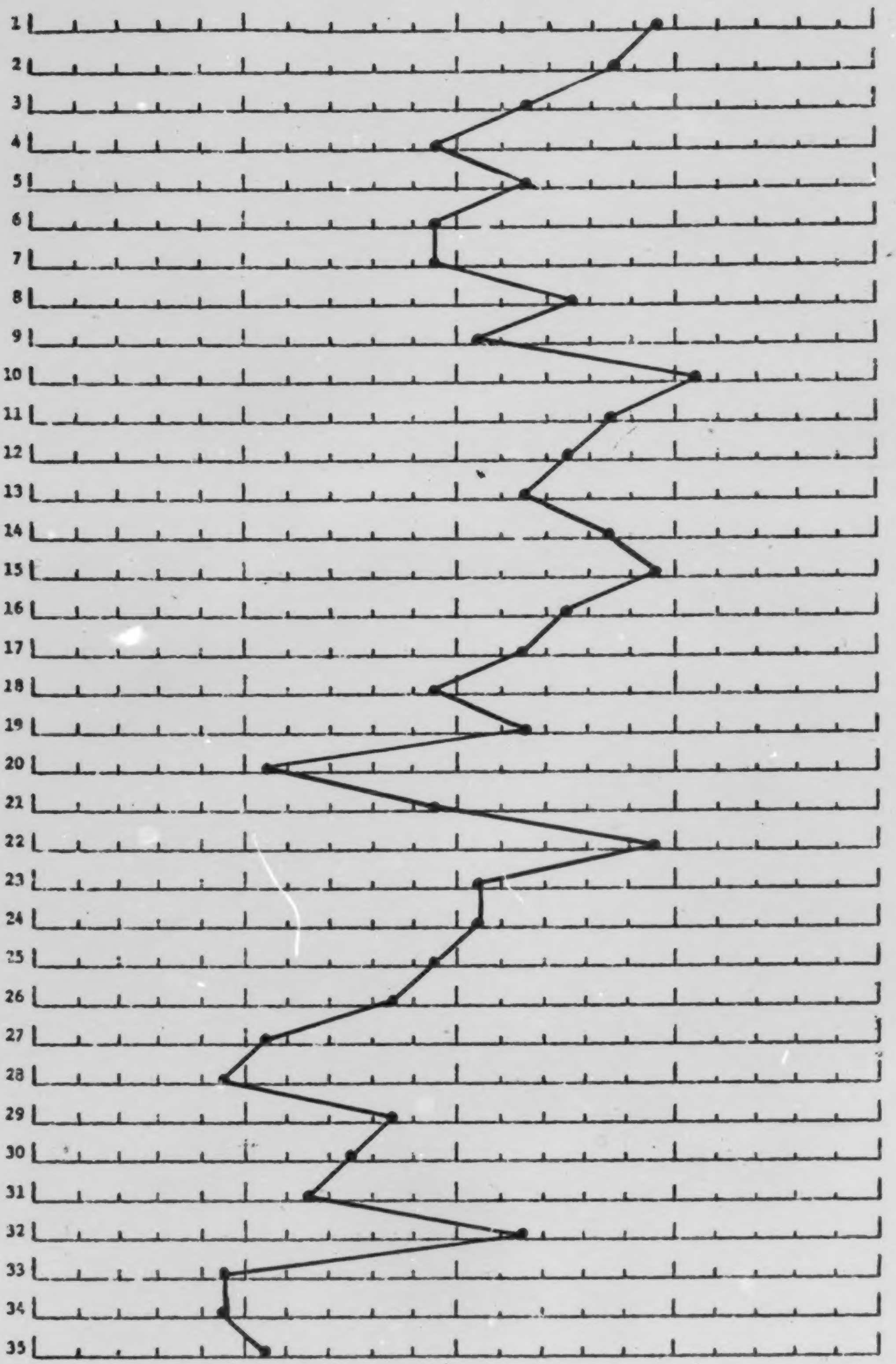
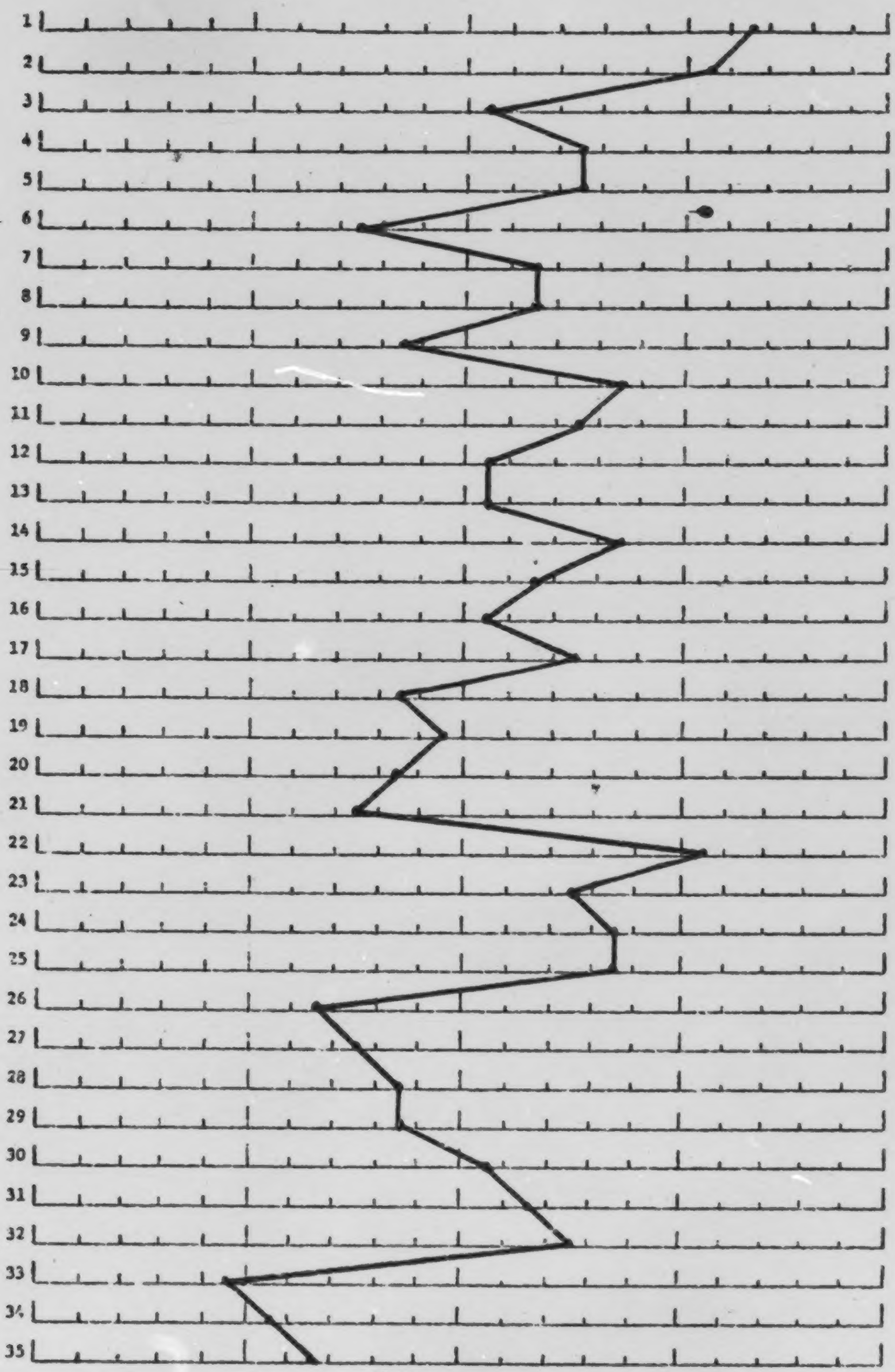
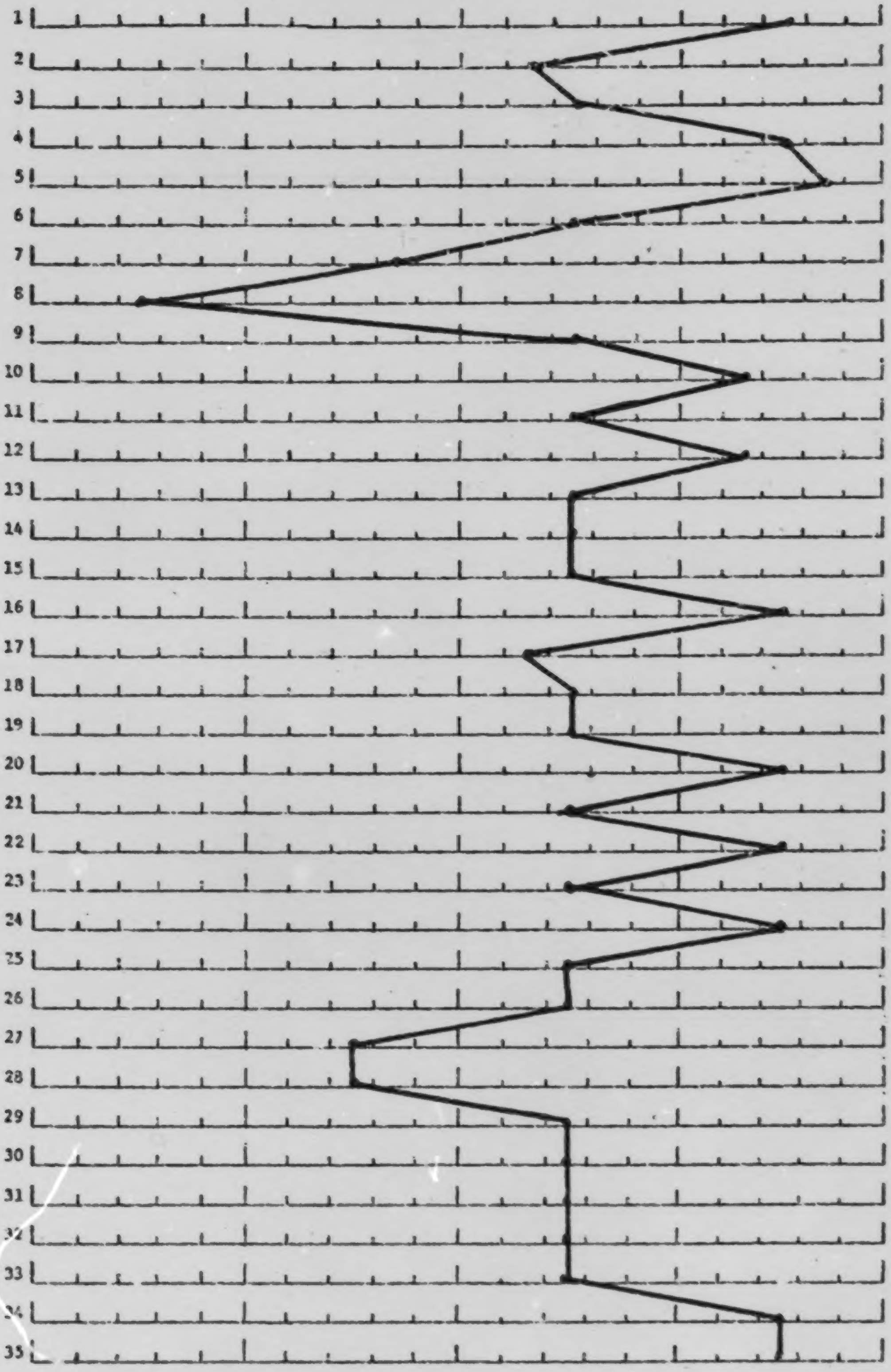


BYAM SCHOOL
I.G.E. OUTCOME ACHIEVEMENT
PROFILE 1 - ALL PERSONNEL



BYAM SCHOOL
I.G.E. OUTCOME ACHIEVEMENT
PROFILE 2 - PRINCIPAL



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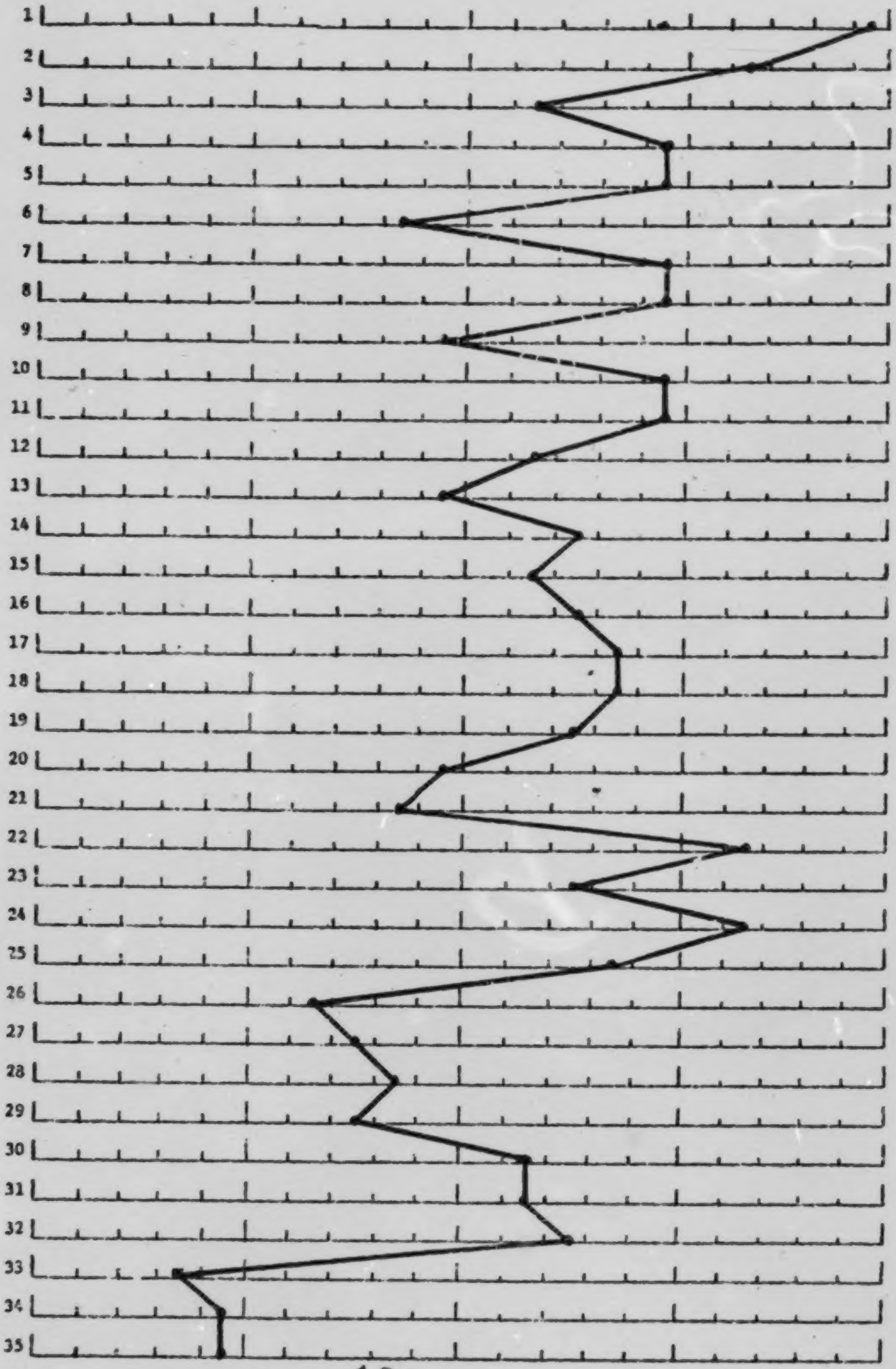
PROFILE 3 - UNIT LEADERS



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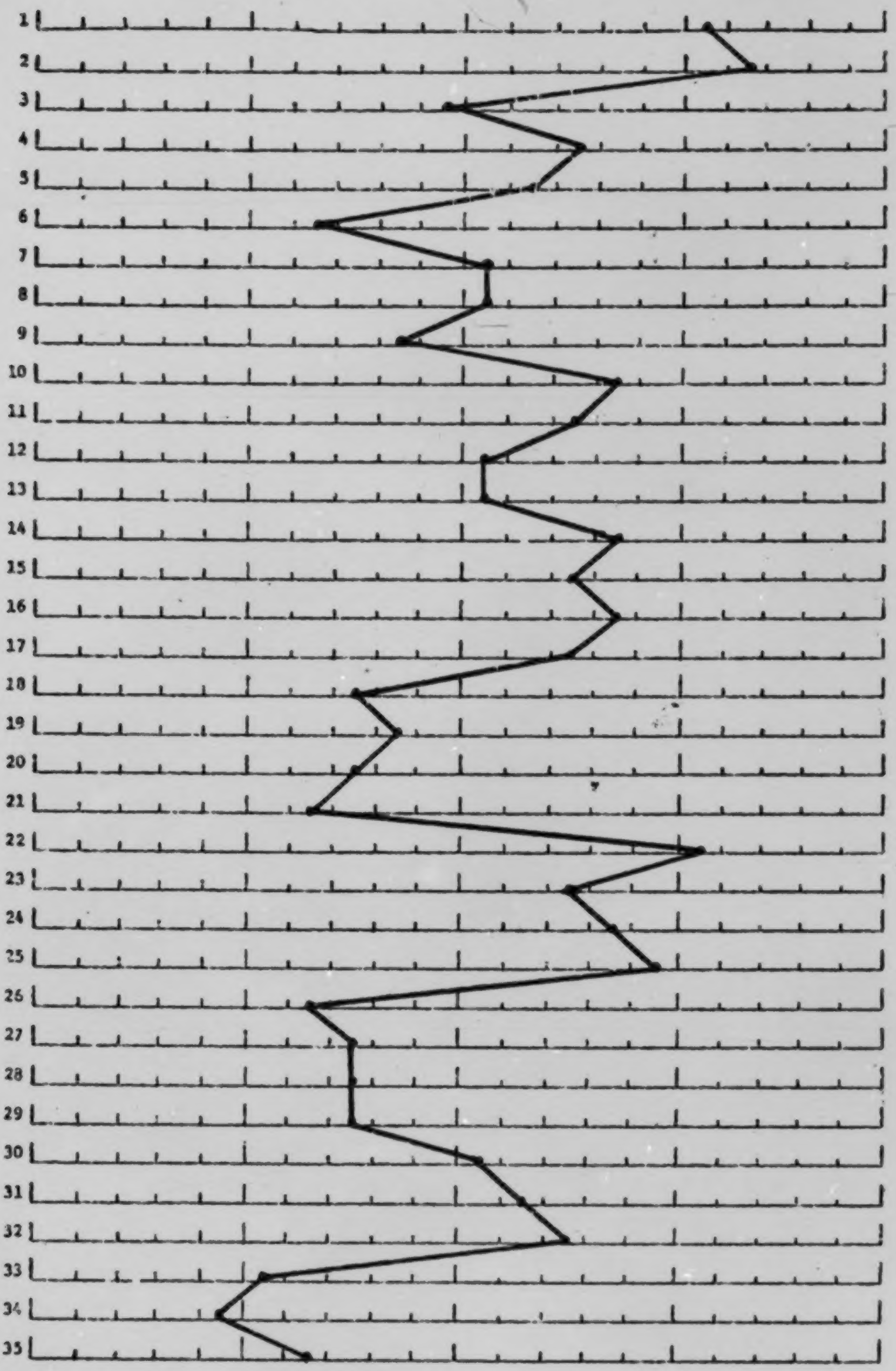
PROFILE 4 - UNIT TEACHERS



ST. WILLIAMS SCHOOL
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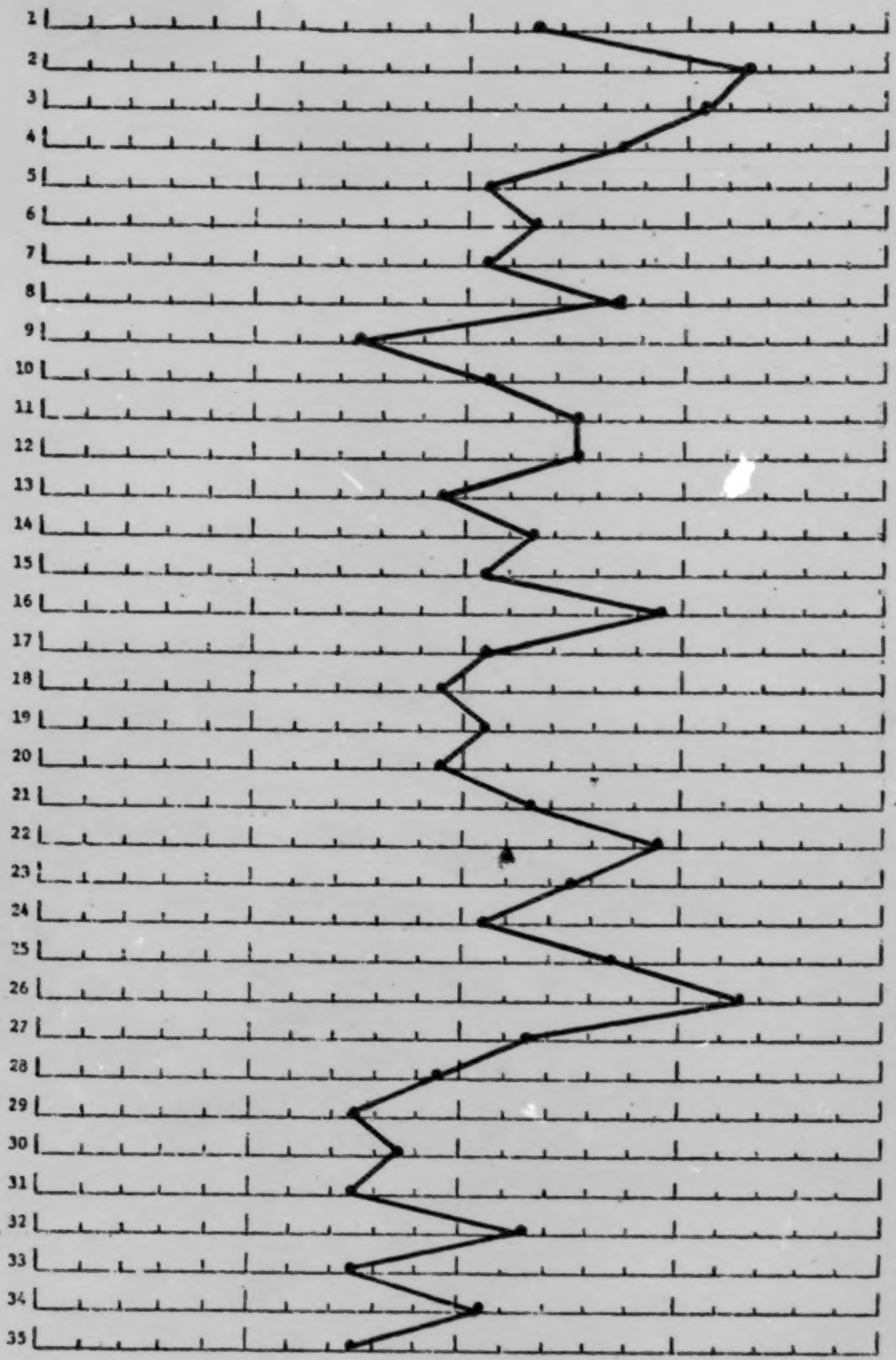

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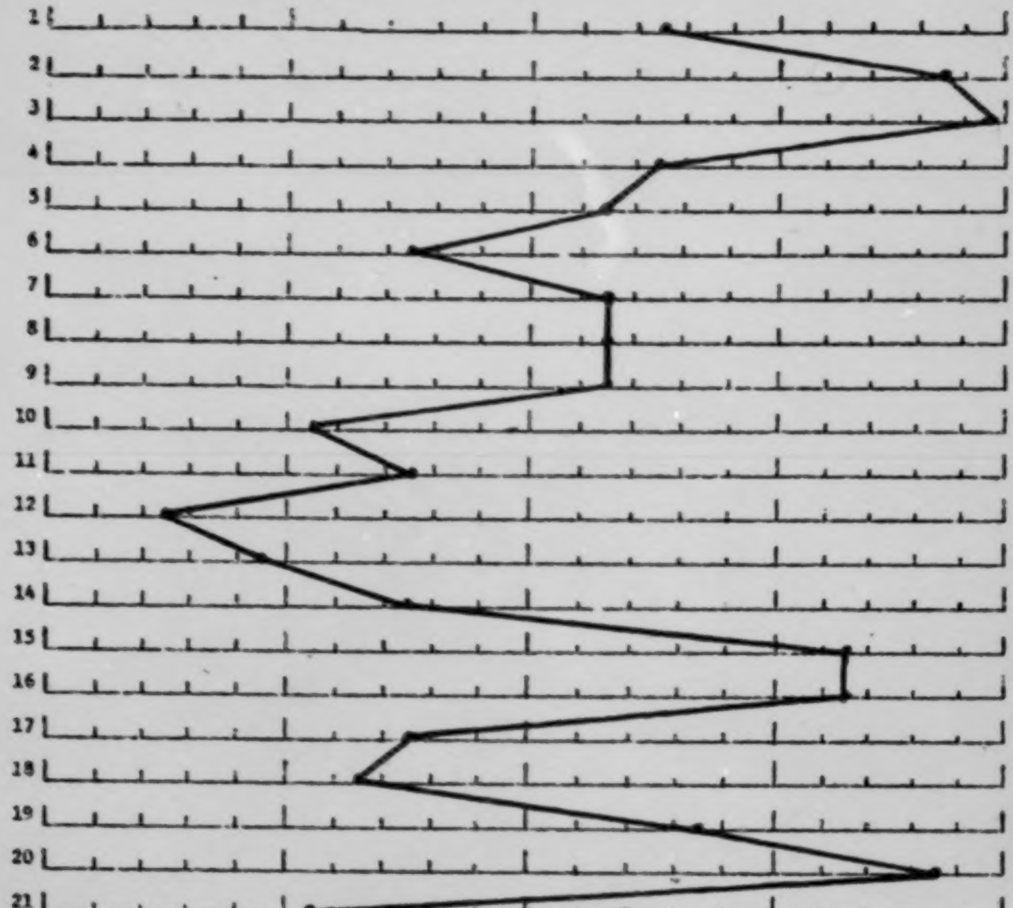

ST. WILLIAMS SCHOOL
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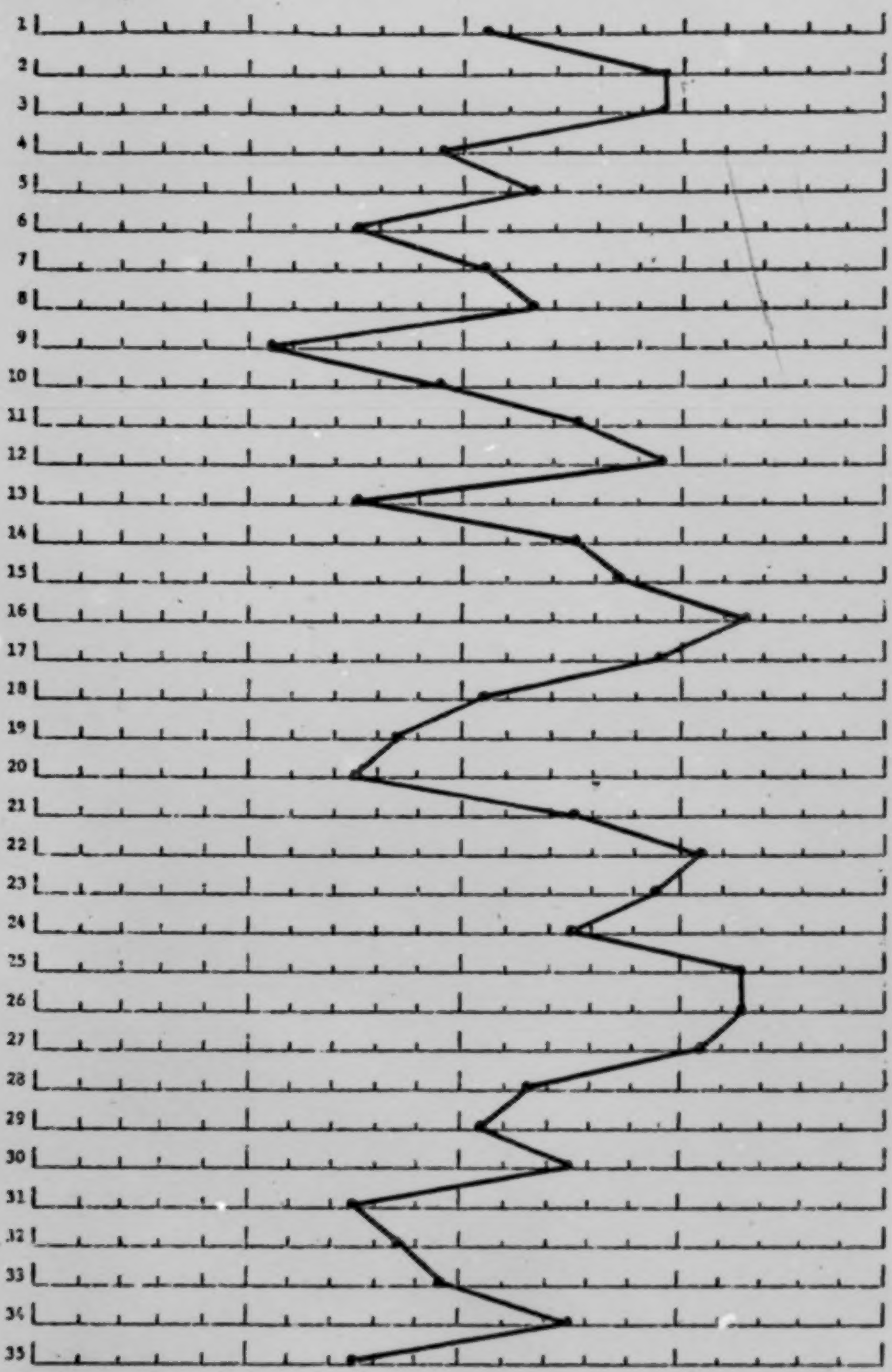
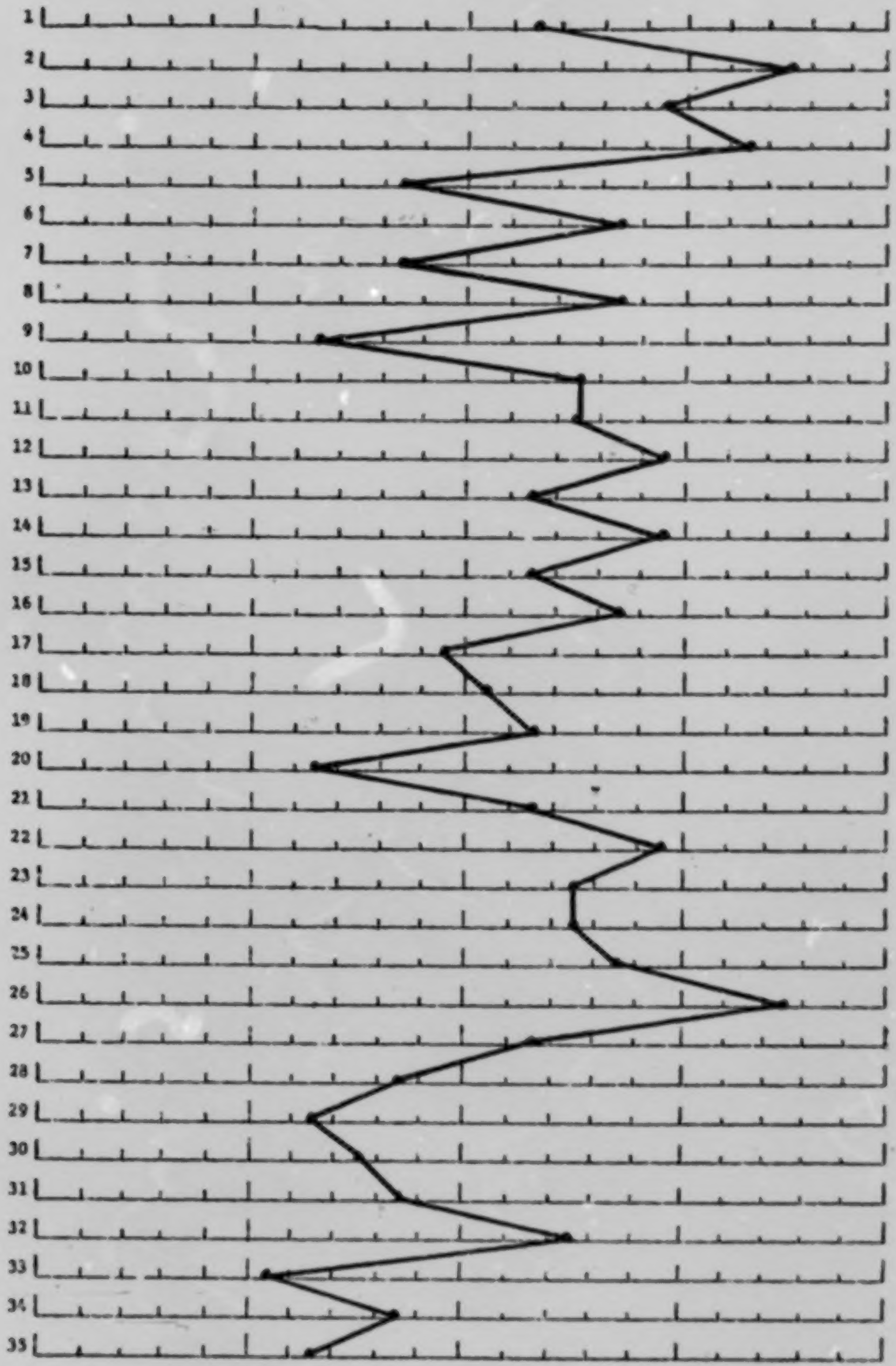
PROFILE 3 - UNIT LEADERS



ST. WILLIAMS SCHOOL
I.G.E. OUTCOME ACHIEVEMENT
PROFILE 4 - UNIT TEACHERS



HOWE SCHOOL
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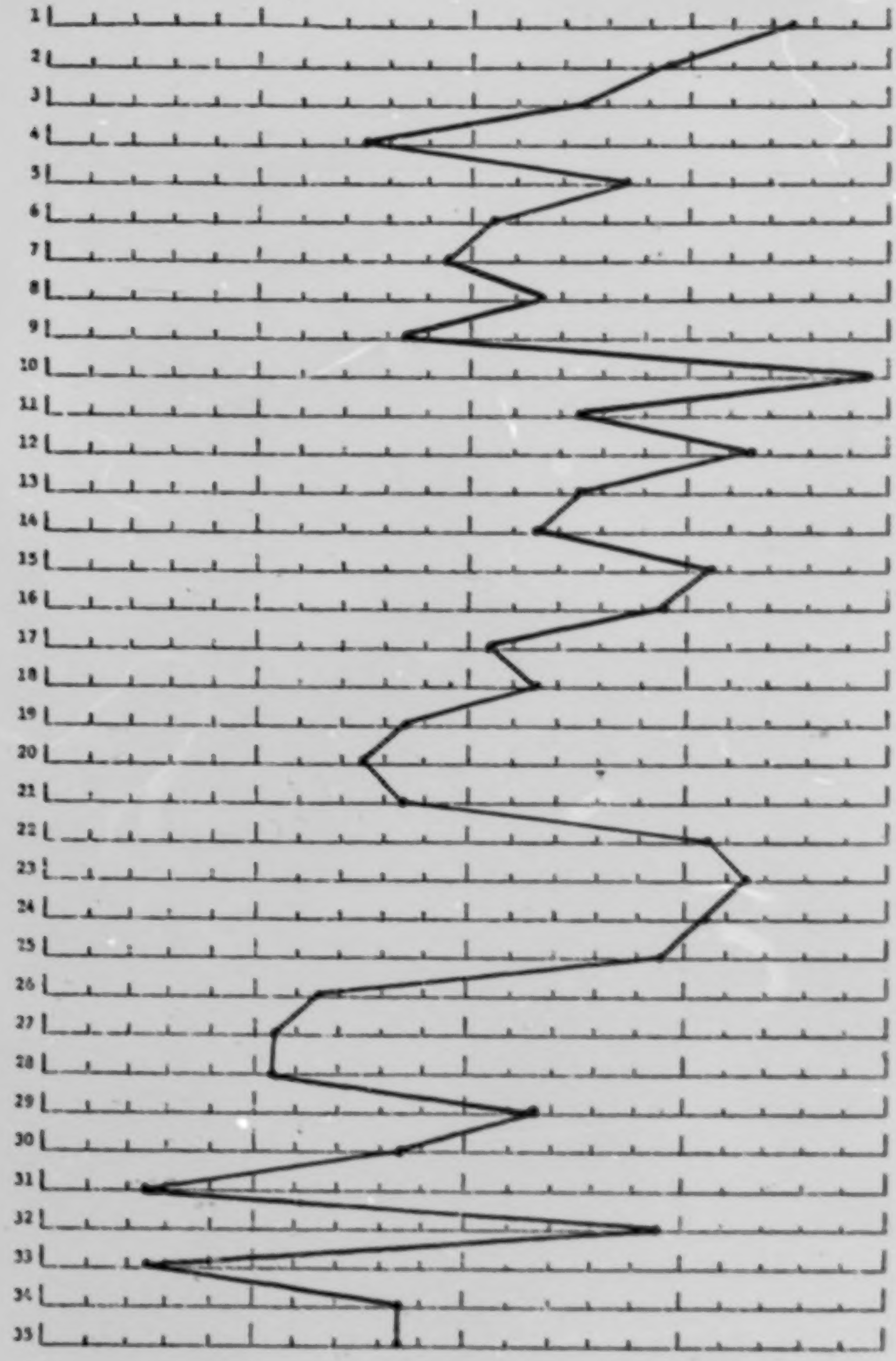
PROFILE 1 - ALL PERSONNEL



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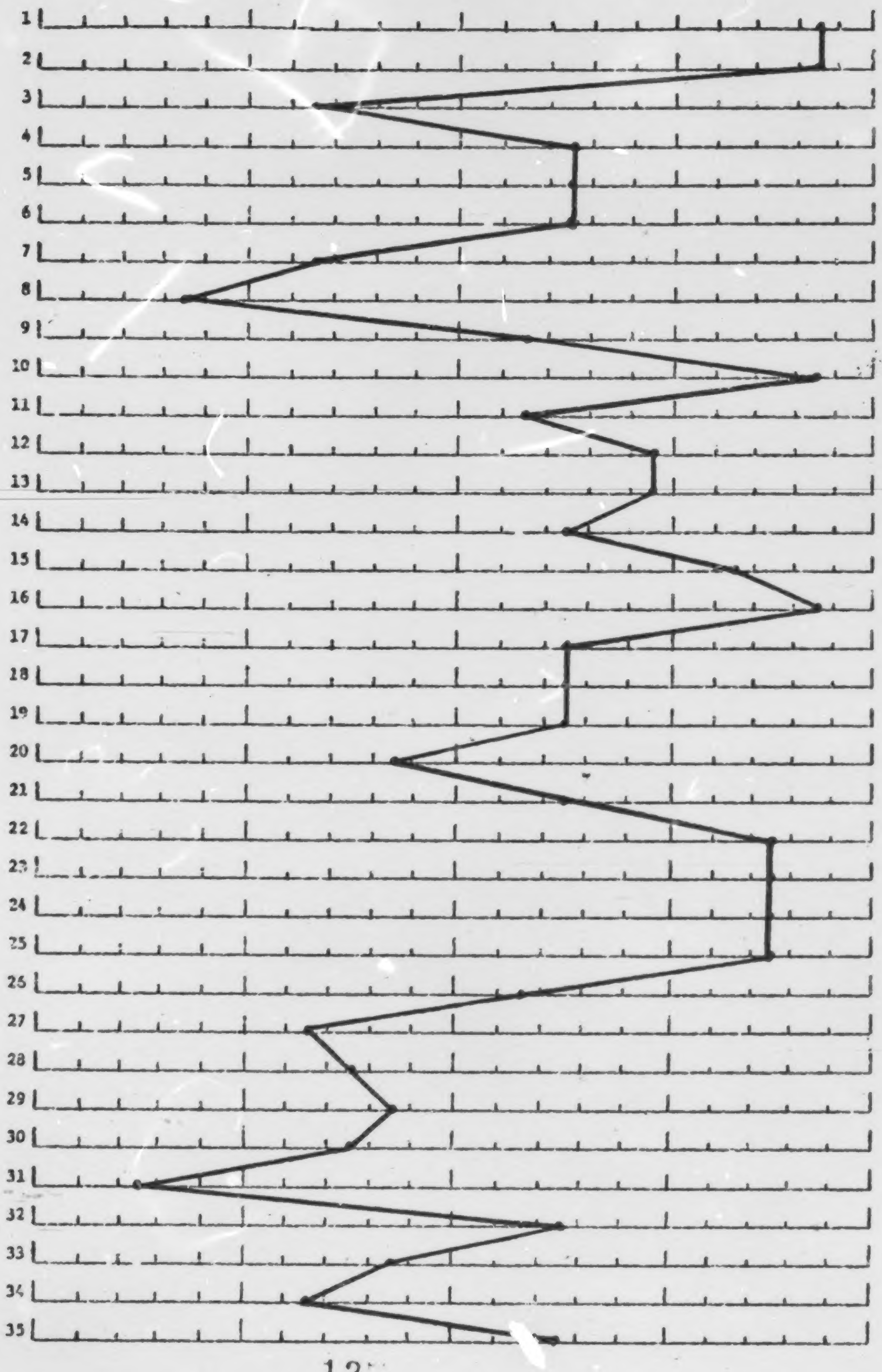
PROFILE 2 - PRINCIPAL



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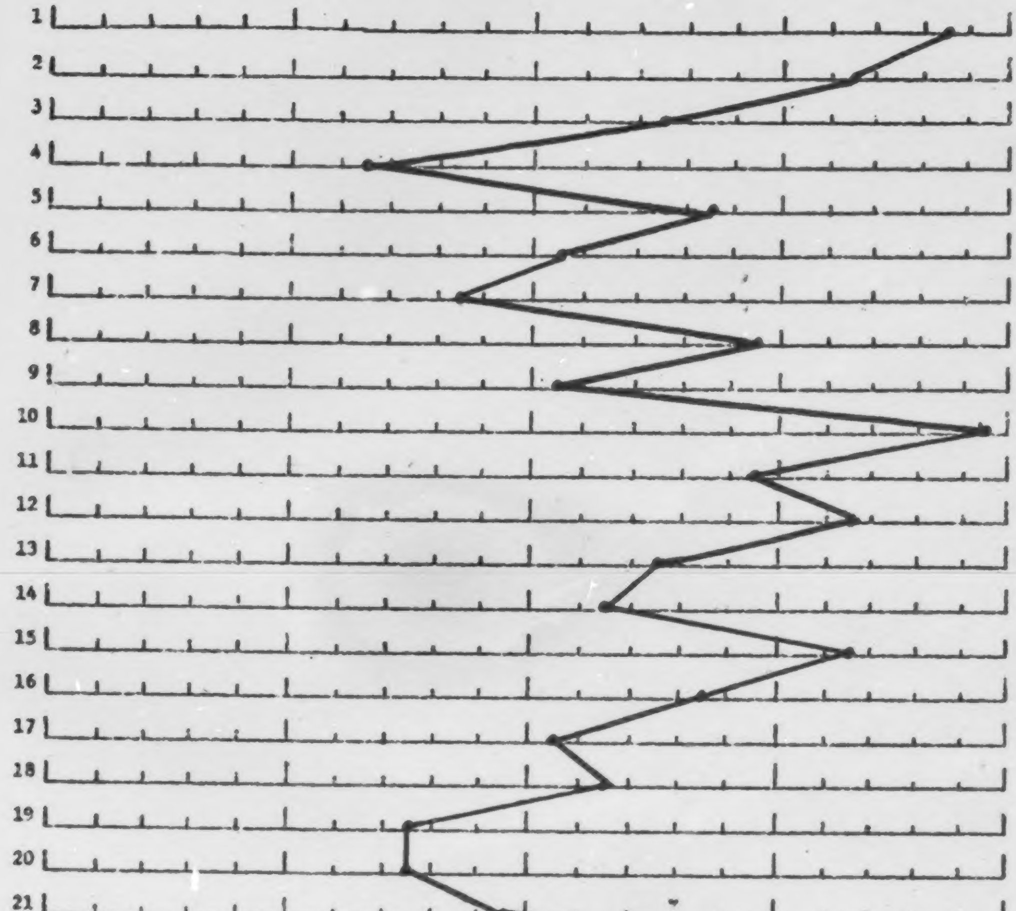
PROFILE 3 - UNIT LEADERS



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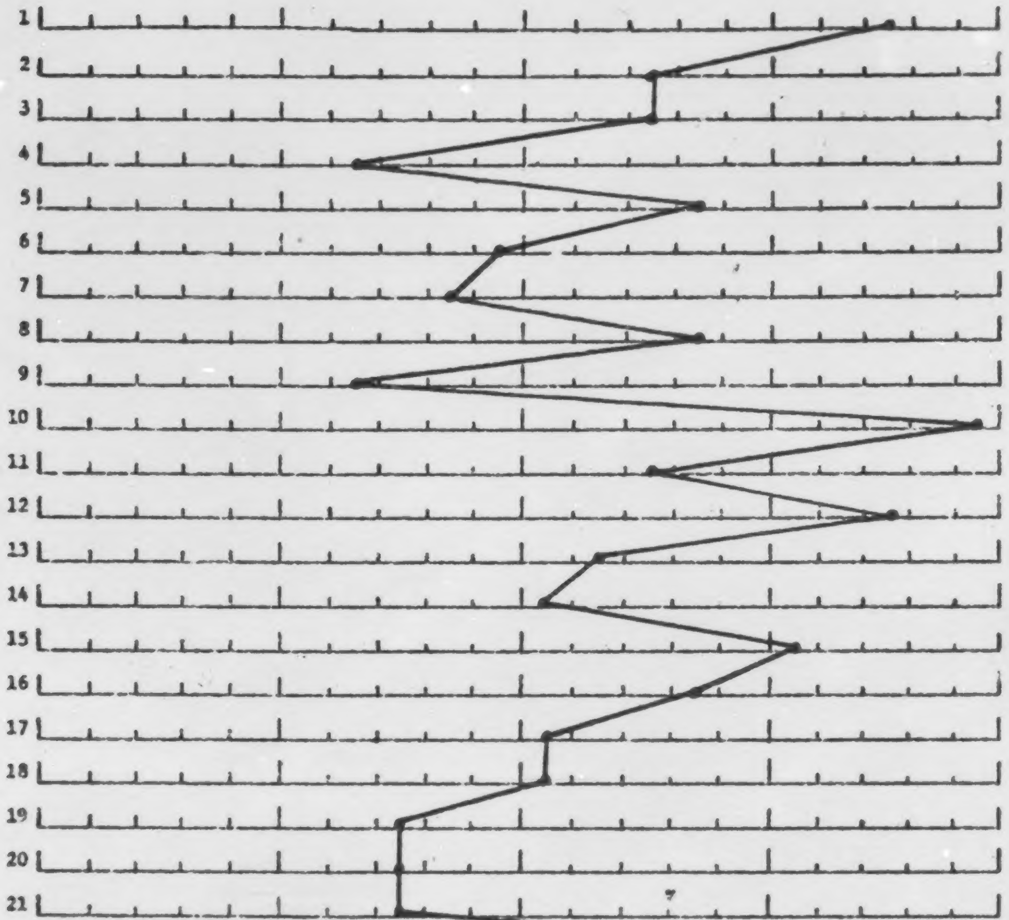
PROFILE 4 - UNIT TEACHERS



SHAWSHEEN SCHOOL
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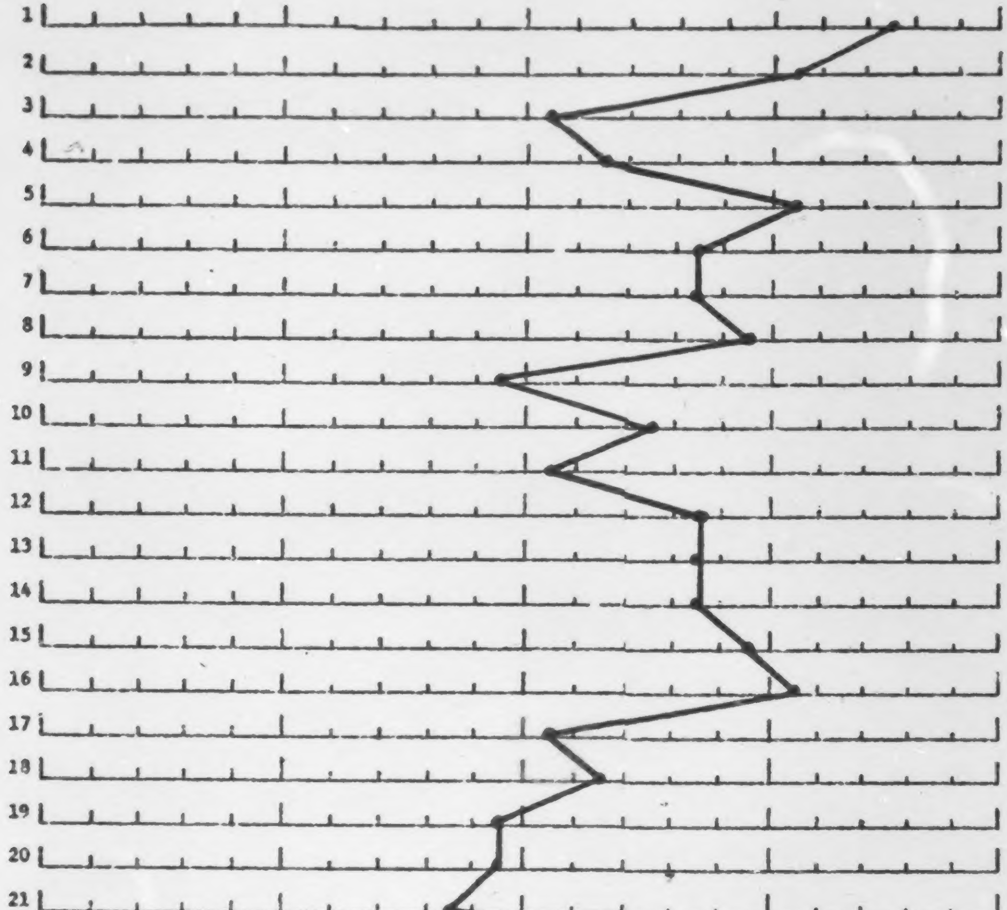
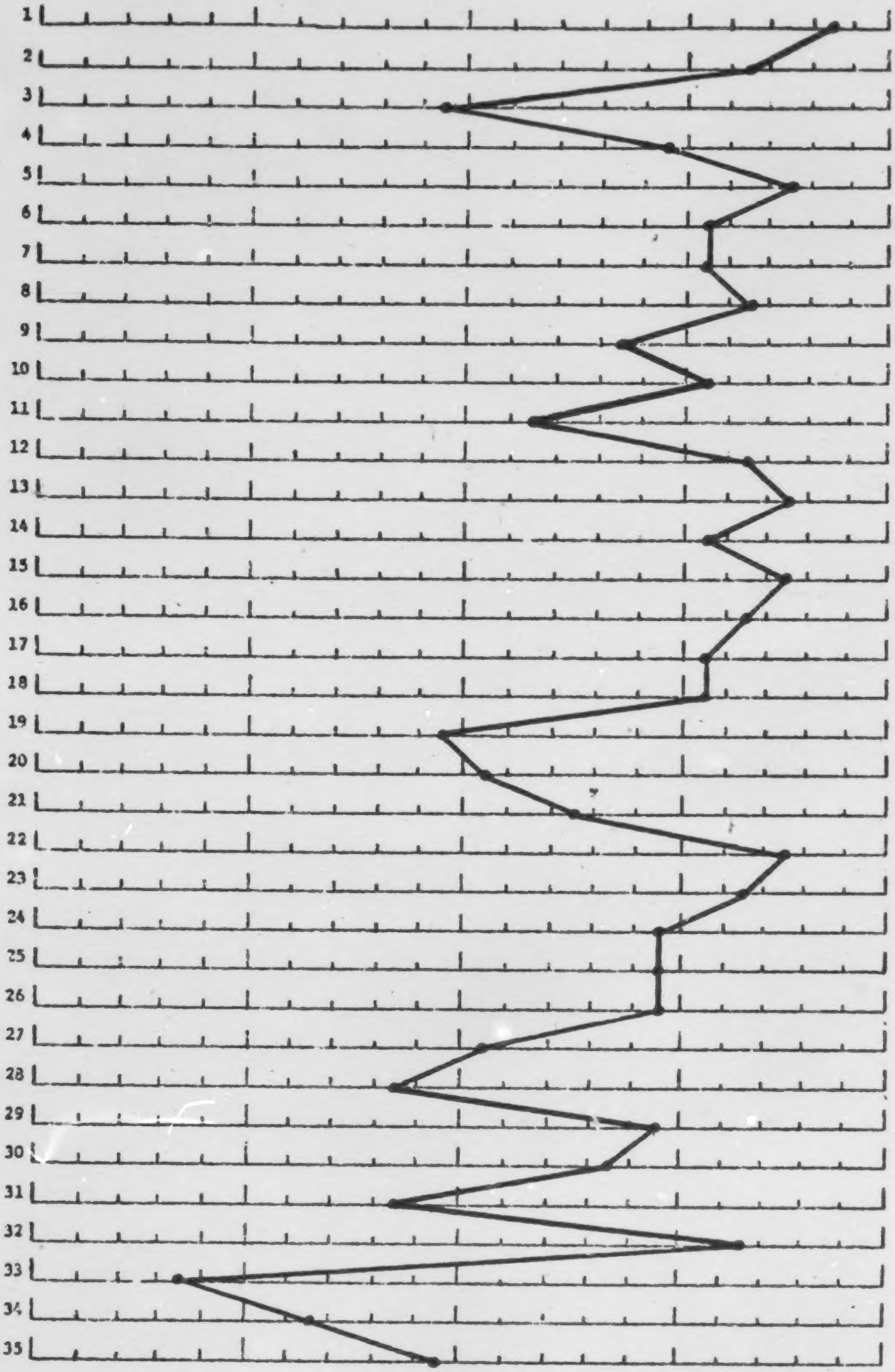
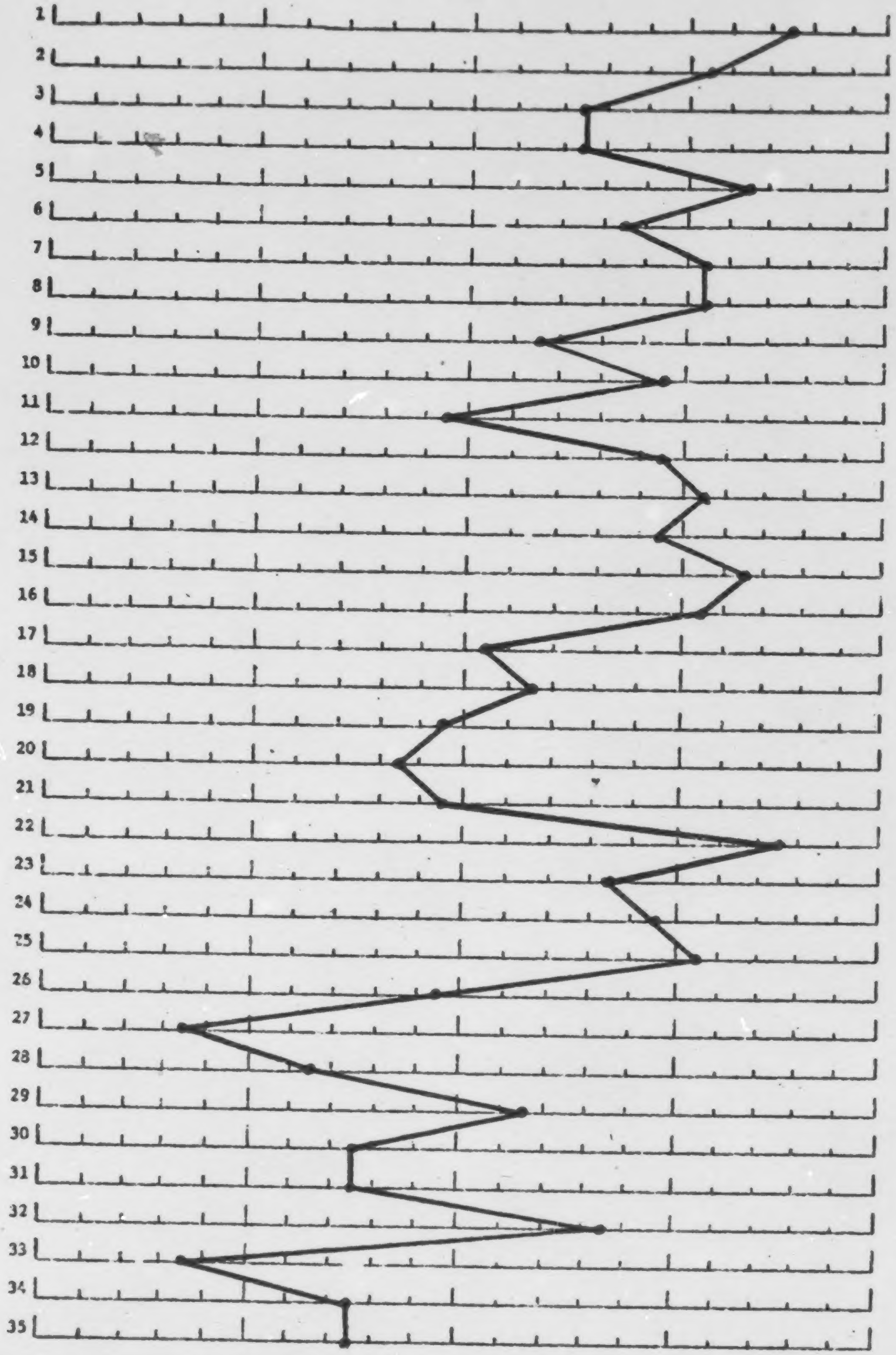


Shawsheen Wilmington - Principals

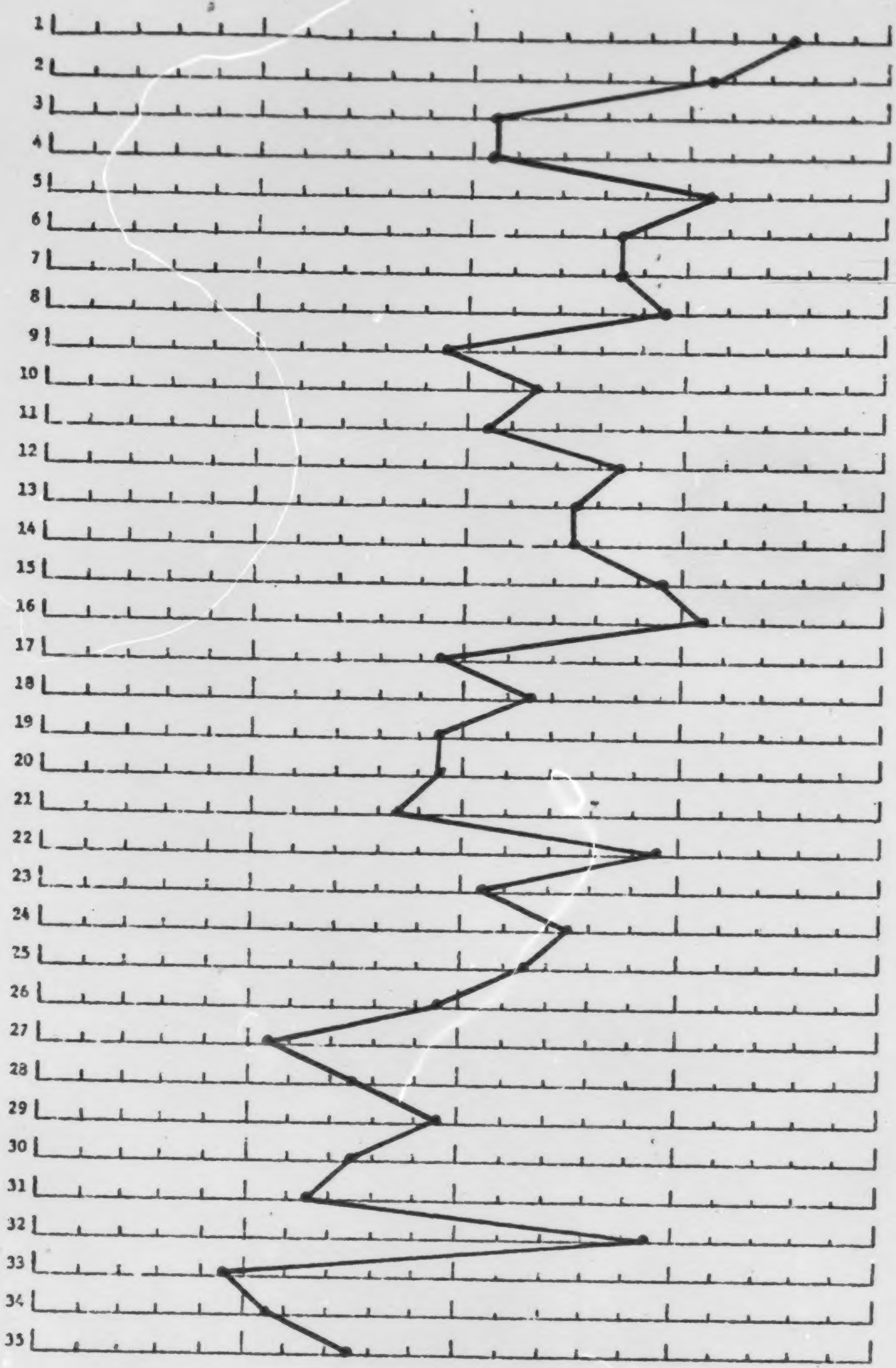
SHAWSHEEN SCHOOL
I.G.E. OUTCOME ACHIEVEMENT
PROFILE 2 - PRINCIPAL



SHAWSHEEN SCHOOL
I.G.E. OUTCOME ACHIEVEMENT
PROFILE 3 - UNIT LEADERS



SHAWSHEEN SCHOOL
I.G.E. OUTCOME ACHIEVEMENT
PROFILE 4 - UNIT TEACHERS



HARRINGTON SCHOOL
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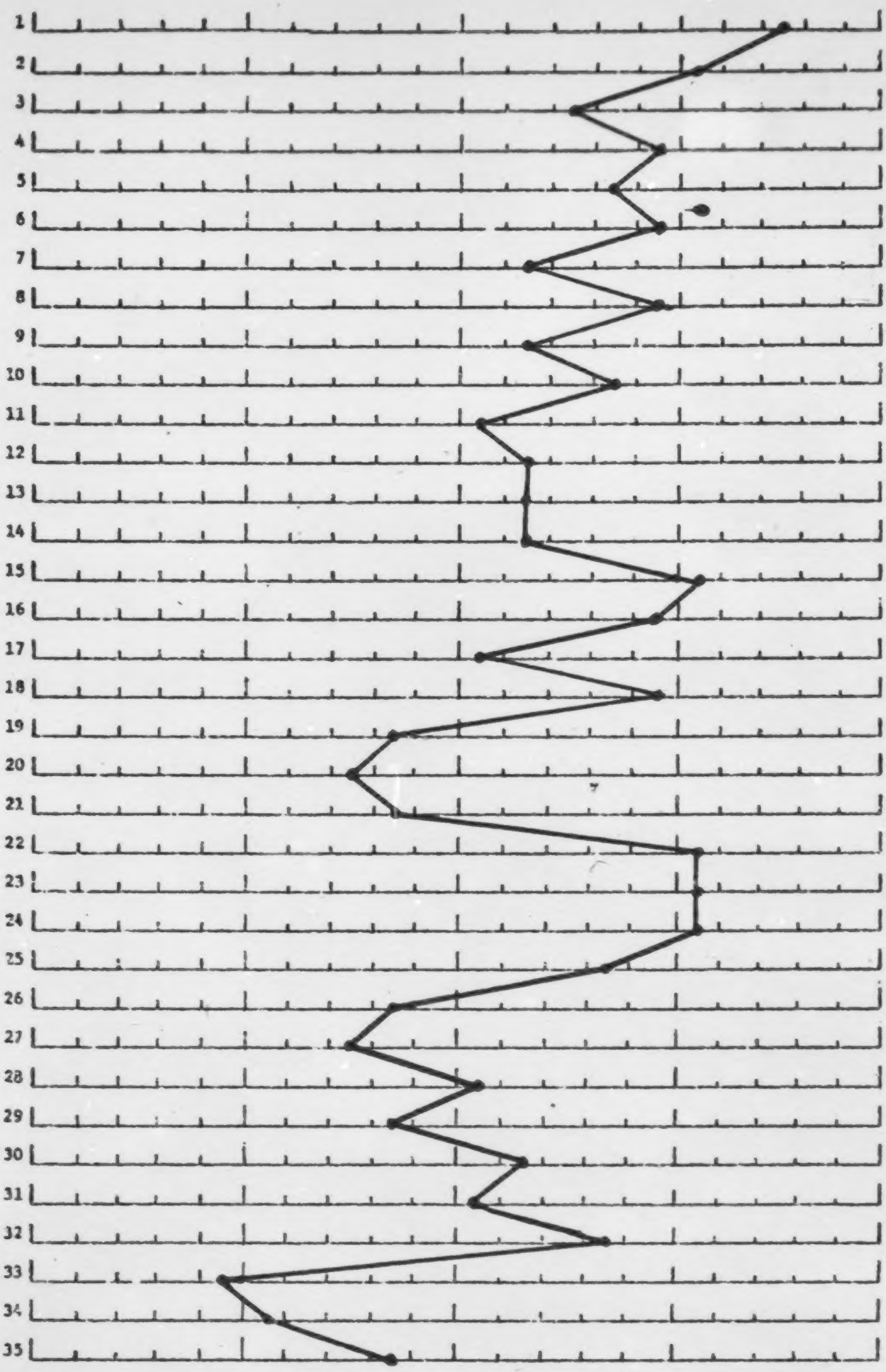
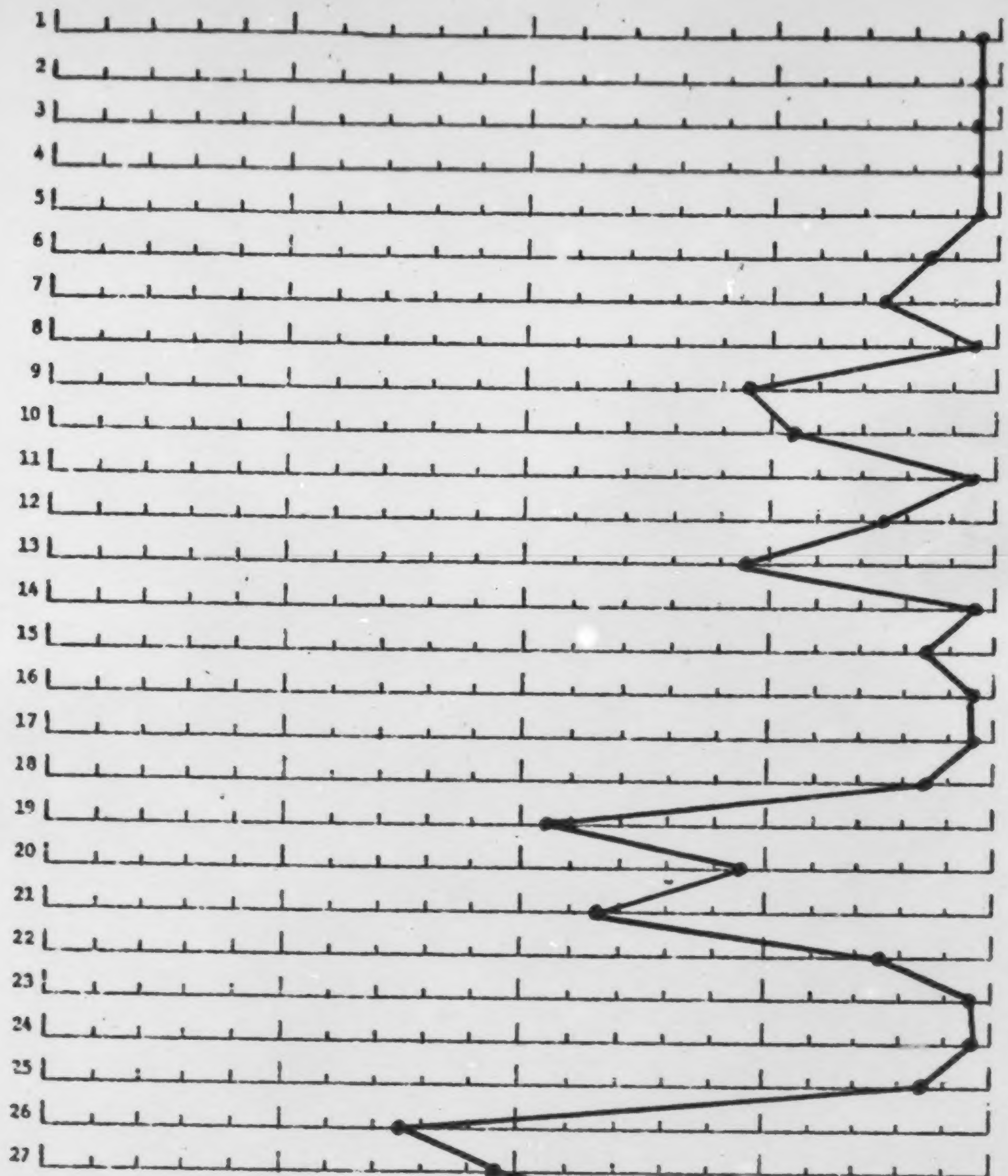


HARRINGTON SCHOOL
I.G.E. OUTCOME ACHIEVEMENT
PROFILE 2 - PRINCIPAL



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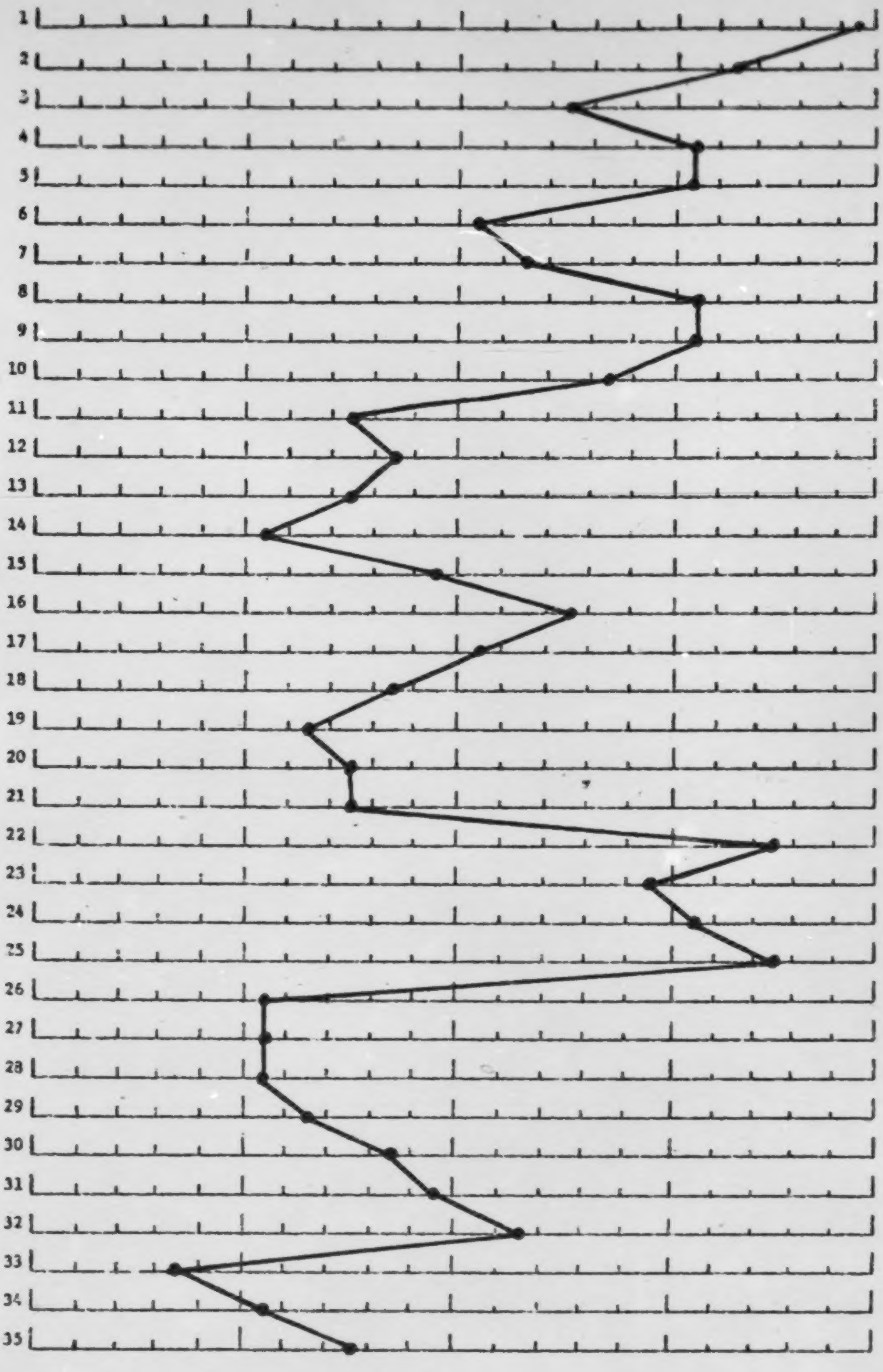
I.G.E. OUTCOME ACHIEVEMENT
PROFILE 3 - UNIT LEADERS



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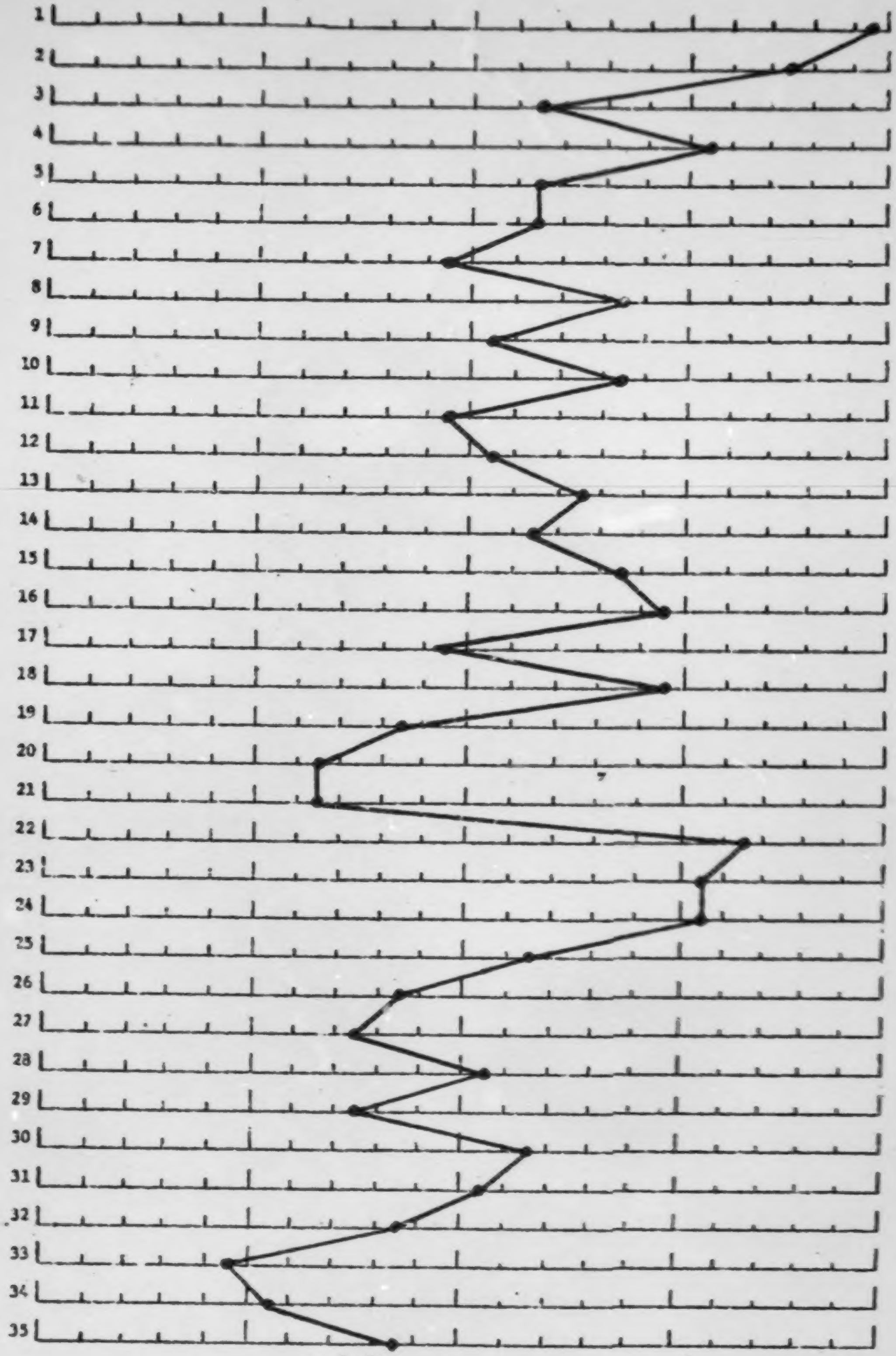
PROFILE 4 - UNIT TEACHERS



APPENDIX E

APPENDIX

I.G.E. STUDENT INTERVIEW SCHEDULE

1. Do you like school more this year than last? Why? Why not?
2. Do your parents like your school more this year than last? Do you know why?
3. Have your parents attended a meeting about your school?
4. What is I.G.E. - do you know?
5. Have your parents heard of I.G.E.?
6. Not counting music, art, physical education, or library, how many teachers in this school teach you?
7. Are you taught in the same place all day? (Do not count special subjects such as instrumental music or gym.)
8. Are the same students in class with you all the time?
9. Are there older or younger students in your class? (Students from other grade-levels.)
10. Do you like having older and younger students in your class?
11. How often are you taught with just you and a teacher?
12. How often do you work on things that *you* choose?
13. How often do you work with one other student?
14. How often are you taught in a small group (4 to 13 pupils)?
15. How often are you taught in a whole classroom size group (25 to 30 pupils)?
16. How often are you taught in a large group (50 or more pupils)?
17. How often do you choose what you want to learn?
18. How often are you permitted to use the learning center (IMC)?
19. How often are you taught something you already know?
20. When you begin each activity, do you understand what you are supposed to learn?
21. After you are taught something, do you and your teacher agree on how well you learned it?

APPENDIX F

SUCCESSFUL EDUCATIONAL PRACTICES

Title of Educational Practice: Activity oriented approach to teaching science

Submitted by: George Paras

Shawsheen Elementary School — School
Wilmington — Community

CONTEXT AND OBJECTIVES

Major Program Goals: (purpose of the educational practice)

To create an atmosphere of enthusiasm and motivation in science

Major Goals for Students:

1. By touching, feeling and doing, children may experience science.

2. Students, via the activity approach, interact with each other as well as science, and learn science concepts through this activity mode.

Target Audience: Reluctant learner primarily, but also the general student population.

Subject Area: Science

Content Emphasis: Thus far, the emphasis has been on the area of electricity, magnetism and simple electronics.

METHODOLOGY

Suggested Use: The approach, in kit form may be used as an independent project to spur interest and motivate the "special student"

Instructional Method: The fact that student kits are used, allows the like to assume the role of director and work with small, independent groups.

Sample Topics: "Simple circuits: series and parallell"

Provision for Student Testing: Paper and pencil - observation - teacher and student conference - pupil performance on behavioral objectives.

Student's Role: He works on the activity or problem. He performs the activity! In a group of 3-5 students, each group is presented with a kit. Included are instructions, focus questions, procedural information, and a chance for follow-up work.

Scheduling and Grouping Patterns: 5 groups of 3-5 students per group - 2 hours per week.

Facilities Required: Classroom area and kits

PERSONNEL

Teacher's Role and Training Required: Some experience in content area is needed.

Aide or Volunteer Involvement: 1 aide for the room

ADOPTION AND IMPLEMENTATION

Availability: With time, many such kits are easily made

MATERIALS, EQUIPMENT, SERVICES, ETC.

Required Items	Quantity Needed	Source	Cost Per Item
- materials battery's - bulbs copper wire - oak tag student prediction cards student prediction activity cards student prediction test cards			

Recommended Supplementary Items: Books for students, related filmloops and filmstrips

Budget Recommendations: Whatever budget allowance dictates

Sources for Further Information: Teacher using program

Evaluation Data: (Program Evaluation) I compared the group just finished using this approach, with an earlier group who had used the textbook approach. I have observed a greater enthusiasm, deeper understanding of major concepts, and an overall appreciation for science. I also noted higher overall scores in the activity-oriented group, as compared with the scores from the textbook approach group.

FOCUS OF PROGRAM

The science approach mentioned, is the result of a research project which I conducted last year. The purpose of the project was to seek out those practices and approaches, which were successful, appropriate to students, and motivating to both the teacher as well as the students. The results of the study, indicated that students enjoy, understand and achieve much better in an approach which allows them to interact with science, i.e., activity no textbook approach!

My approach is simply an activity oriented approach to science. My concept area is electricity. At the start of the science term, I take an interest survey. From this, I am able to determine the various questions and interests that the various students have. I then decide what ideas and concepts I would like to have the children exposed to. After this step is completed, I decide through which mode, the various concepts are to be presented. The children are given two types of pre-tests. One is oral in which we discuss various ideas to be covered. The other is a performance and pencil evaluation. Here, the students are asked to answer some general questions concerning concepts to be covered. Once this is completed, groupins is accomplished, on the basis of student need and interest. Groups are then presented with activity cards, question cards and materials with which to conduct their activity. In this way, they learn about a circuit and its parts by constructing me, by testing and observing, rather than by simply reading about it. Now, science is no longer an abstract idea found in the textbook. It becomes real, because students touch, feel and experience it.

SUCCESSFUL EDUCATIONAL PRACTICES

Title of Educational Practice: Resource Center

Submitted by:

Shawsheen
School

Wilmington
Community

CONTEXT AND OBJECTIVES

Major Program Goals: (purpose of the educational practice)
1. Station for children with emotional problems; (2) remedial area for children with learning problems; (3) station to aid perpetually handicapped.

Major Goals for Students:

1. Responsibility toward assigned work (2) better self-concept and self-evaluation (3) greater awareness of strengths and weaknesses (4) specialized tutoring for perceptually handicapped

Target Audience: Screened regular class studenta and 750 students

Subject Area: All

Content Emphasis: Structure and individualized curriculum

METHODOLOGY

Suggested Use:

Instructional Method: Small group and one-to-one

Sample Topics: Unit on racial prejudice and ind. differences

Provision for Student Testing: Standardized and daily work analysis

Student's Role: Self-evaluation and directing seeking

Scheduling and Grouping Patterns: According to needs of students

Facilities Required: Regulation size classroom and adjoining conference-tutoring area

PERSONNEL

Teacher's Role and Training Required: Resource facilitator-Spec. Ed. and Elem. backgroun

Aide or Volunteer Involvement: Full-time instructional aide

ADOPTION AND IMPLEMENTATION

Availability:

MATERIALS, EQUIPMENT, SERVICES, ETC.

Required Items	Quantity Needed	Source	Cost Per Item

Recommended Supplementary Items:

Budget Recommendations:

Sources for Further Information:

Evaluation Data: (Program Evaluation)

SUCCESSFUL EDUCATIONAL PRACTICES

Title of Educational Practice: Jobs in the community

Submitted by: Ai-Ling L. Miller

Shawsheen Elementary — School

Wilmington — Community

CONTEXT AND OBJECTIVES

Major Program Goals: (purpose of the educational practice)

To allow children to explore the world of adult work and to bring parents into the school.

Major Goals for Students:

Above

Target Audience: 3rd grade (to high school possible) 20 or less small groups

Subject Area: Social studies, science, math, reading can be included

Content Emphasis: Social interaction and model reinforcement

METHODOLOGY

Suggested Use: When something comes up in school studies that suggests a job inquire about a parent who has expertise and can come visit

Instructional Method: Introduce topic. Write down questions in the area that come from the children. Send a copy home to the visiting parent. Parent talks for a few minutes, shows something he brought. Asks for questions

Sample Topics: Harvest time in the Cranberry field, police work, pilot, raising horses, doctors, phyicists and other scientist

Provision for Student Testing: A follow-up project can be a story, letter, mural, skit, report, project

Student's Role: Information gatherer, curious future citizen

Scheduling and Grouping Patterns: It would be best to keep the time short - 30-40 minutes. Sit in a cozy place

Facilities Required: None

PERSONNEL

Teacher's Role and Training Required: Coordinate parent to student aid interest Needs no special training

Aide or Volunteer Involvement: Would be o.k., not necessary

ADOPTION AND IMPLEMENTATION

Availability: Need parents who would be willing to come in during the day

MATERIALS, EQUIPMENT, SERVICES, ETC.

Required Items	Quantity Needed	Source	Cost Per Item

Recommended Supplementary Items:

Budget Recommendations:

Sources for Further Information:

Evaluation Data: (Program Evaluation)

SUCCESSFUL EDUCATIONAL PRACTICES

Title of Educational Practice: Individualized mathematics system

Submitted by: Unit teachers

Shawsheen School — School

Wilmington — Community

CONTEXT AND OBJECTIVES

Major Program Goals: (purpose of the educational practice)

To individualize the mathematics program

Major Goals for Students:

To be able to feel success. To be able to state objectives. To be able to progress at their own rate of speed. To become more independent and responsible, reluctant for their learning program, mathematics students, self-motivated child

Target Audience: Students 1-6

Subject Area: Math

Content Emphasis: Mathematical processes and skill areas

METHODOLOGY

Suggested Use: With elementary students

Instructional Method: Small group, individual, P-P, P-T

Sample Topics: Numeration Geometry, Time meas. & graph, fractions, mult. decimals, add, subtract, multiply and divide

Provision for Student Testing: Pre-test and tests , post tests, placement test

Student's Role: Active participant in working toward known objectives, chart progress

Scheduling and Grouping Patterns: Small, multiaged, one period per day

Facilities Required: 5 rooms, moveable bookcases, lab

PERSONNEL

Teacher's Role and Training Required: Prescribing and diagnosing children's needs. Knowledge of an area, ability to group children

Aide or Volunteer Involvement: Correctors, work in math lab, make games

ADOPTION AND IMPLEMENTATION

Availability: Teacher made

MATERIALS, EQUIPMENT, SERVICES, ETC.

Required Items	Quantity Needed	Source	Cost Per Item
Games -			
Individual Skill Folders			
Filmstrips - Filmloops			
Tapes			
Books			
Learning stations			

Recommended Supplementary Items: More games filmstrips, filmloops

Budget Recommendations: Whatever budget allows

Sources for Further Information: Teachers various math texts

Evaluation Data: (Program Evaluation) Past tests

Children's comments, progress on national tests, ability to cope with junior high school program.

SUCCESSFUL EDUCATIONAL PRACTICES

Title of Educational Practice: Specific Skill Series in Reading

Submitted by: Unit Teachers

Shawsheen School

Wilmington, Mass. Community

CONTEXT AND OBJECTIVES

Major Program Goals: (purpose of the educational practice)

Individualization of Reading

Major Goals for Students:

To work in areas in which they need extra help. To focus on specific areas and to allow students to move ahead at own rate.

Target Audience: 5th & 6th graders

Subject Area: Reading-Language Arts

Content Emphasis: Skills

METHODOLOGY

Suggested Use: As a supplement to any reading program or individualized reading program.

Instructional Method: Individual after introduction with prescription by teacher or student according to need.

Sample Topics: Main Idea, Lociting the Facts, Following Directions

Provision for Student Testing: Self correcting with provision for graph charting.

Student's Role: Actively choosing skills and self evaluation

Scheduling and Grouping Patterns: Individual or small group - 15 minutes per day.

Facilities Required: space - classroom - box on small bookcase

PERSONNEL

Teacher's Role and Training Required: Prescribing and diagnosing

Aide or Volunteer Involvement: little neccessity other than as checker

ADOPTION AND IMPLEMENTATION

Availability: Easily purchased

MATERIALS, EQUIPMENT, SERVICES, ETC.

Required Items	Quantity Needed	Source	Cost Per Item
If lamenated 2 copies of each per level - 7 per level		Barnell & Laft, Ltd.	$1.00 per booklet

Recommended Supplementary Items: Extra sets if more groups using at same time

Budget Recommendations: About $12.00 per level

Sources for Further Information: Barnell & Loft, Ltd. or teacher

Evaluation Data: (Program Evaluation) Past test - derived by using sample examples from different areas. Children's evaluation of series by enthusiasm and desire to use.

SUCCESSFUL EDUCATIONAL PRACTICES

Title of Educational Practice: Teacher's Aide Club (TAC) 6th Graders

Submitted by:

Shawsheen Elementary School, — School
Wilmington, Mass. — Community

CONTEXT AND OBJECTIVES

Major Program Goals: (purpose of the educational practice)

Enhance the self-concept and responsibilities of the TAC members. Provide individual aid for primary students.

Major Goals for Students:

1. Increase responsibility and self confidence of TAC members
2. Provide individuals with directed aid.

Target Audience: Children of varying ages.

Subject Area: Reading, Language and Math

Content Emphasis: Individual Needs

METHODOLOGY

Suggested Use: A. Constant one to one ratio, B. Supervising small group activities (these uses dependent upon classroom needs.)

Instructional Method: Varies depending upon activity TAC member is involved in.

Sample Topics: Vocabulary games, taping lessons, reinforcement of concepts prescribed.

Provision for Student Testing: Seminars often help to evaluate program - held with guidance counselor and teachers.

Student's Role: Teacher aide

Scheduling and Grouping Patterns: Each TAC member has personalized schedule weekly. Three or four TAC members assigned per teacher.

Facilities Required: Schedule held by both teacher and TAC member.

PERSONNEL

Teacher's Role and Training Required: Teachers instructs TAC member as to requirements of activity.

Aide or Volunteer Involvement:

ADOPTION AND IMPLEMENTATION

Availability: Program available to all teachers at primary level.

MATERIALS, EQUIPMENT, SERVICES, ETC.

Required Items	Quantity Needed	Source	Cost Per Item
TAC membership card	50 (at present)	printer	?
TAC membership button	50 (at present)	?	?

Recommended Supplementary Items: Instructional games

Budget Recommendations:

Sources for Further Information: Mr. Sam Williams - Shawsheen School

Evaluation Data: (Program Evaluation) June 1973

SUCCESSFUL EDUCATIONAL PRACTICES

Title of Educational Practice: Contracts in Reading - Language Arts

Submitted by: Unit Teachers

Shawsheen — School

Wilmington, Mass. — Community

CONTEXT AND OBJECTIVES

Major Program Goals: (purpose of the educational practice)

Improve reading & language arts skills

Major Goals for Students:

Self- pacing - choice of daily objectives by interests and needs.

Target Audience: Reluctant reader as well as self motivated

Subject Area: Reading - Language

Content Emphasis: Independent reading - creative writing communication with peers - discussion.

METHODOLOGY

Suggested Use: Classroom - self-contained, multiaged or open concept

Instructional Method: Individual - small group pupil-to-pupil - Pupil Teaming

Sample Topics: Listening to story tapes - discussion - making own tapes
SRA - Independent Reading Games

Provision for Student Testing: Conferences - charting - self evaluation

Student's Role: Fulfilling contract, pride, charting improvement, choosing objectives

Scheduling and Grouping Patterns: Individual or small informal groups (child interest groups.)

Facilities Required: classroom

PERSONNEL

Teacher's Role and Training Required: holding conferences, prescribing & diagnosing

Aide or Volunteer Involvement: small group conferences and discussions

ADOPTION AND IMPLEMENTATION

Availability: Teacher constructed and designed.

MATERIALS, EQUIPMENT, SERVICES, ETC.

Required Items	Quantity Needed	Source	Cost Per Item

Available materials in classroom

Books Games Filmstrips
Purchased kits Tapes

Recommended Supplementary Items: Paperback books, tapes, games

Budget Recommendations: what budget dictates as available

Sources for Further Information: Teachers

Evaluation Data: (Program Evaluation) Standardized test scores. Pupil interest - teacher evaluation of oral skills and concepts also paper and pencil tests of comprehension and written skills.

SUCCESSFUL EDUCATIONAL PRACTICES

Title of Educational Practice: Use of typewriters.

Submitted by: Miss Clovia Courtsunis

Winslow	Tyngsborough
School	Community

CONTEXT AND OBJECTIVES

Major Program Goals: (purpose of the educational practice)

To explore the tactile approach.

Major Goals for Students:

1. To discover an aspect of student interest concerning Australia.
2. To stimulate the process of researching.

Target Audience: sixth-grade level

Subject Area: Social studies

Content Emphasis: Australia

METHODOLOGY

Suggested Use: 1. Research a chosen topic for a paper. 2. After the paper is handwritten it may be typed out.

Instructional Method: Individual research coinciding with textbook material.

Sample Topics: Aborigines, South Pacific, Koala Bear

Provision for Student Testing: Written test, grade on reports, oral evaluations.

Student's Role: Reporter/Researcher

Scheduling and Grouping Patterns: Individualization

Facilities Required: Books, typewriters

PERSONNEL

Teacher's Role and Training Required: Group leader (resource person)

Aide or Volunteer Involvement: None

ADOPTION AND IMPLEMENTATION

Availability: Borrowed from High School and donated by cooperating teachers.

MATERIALS, EQUIPMENT, SERVICES, ETC.

Required Items	Quantity Needed	Source	Cost Per Item
Typewriters	4	High School Myself Coop. Teachers	None
Erasable bond paper	Purchased		$1.00/box

Recommended Supplementary Items:

Budget Recommendations: Include childrens typewriter, erasable bond typing paper.

Sources for Further Information:

Evaluation Data: (Program Evaluation) Great interest in project generated by students.

SUCCESSFUL EDUCATIONAL PRACTICES

Title of Educational Practice: Contract Science (See attached)

Students contract for grade they are willing to earn.

Submitted by: Mrs. Susan Vadeboncoeur

Winslow	Tyngsborough, Mass.
School	Community

CONTEXT AND OBJECTIVES

Major Program Goals: (purpose of the educational practice)

To strengthen individualized working and reference skills.

Major Goals for Students:

To learn to find material.

To work at own rate, in phase most interesting.

Target Audience: Heterogeneous group of 6th graders.

Subject Area: Science

Content Emphasis: Stars and Starlight. (Applicable to any unit.)

METHODOLOGY

Suggested Use: It is excellent in Science but can be adapted for Social Studies.

Instructional Method: Discuss contract provisions and let them choose the provisions - then sign the contract for the grade. Then work on their own. I only am a resource person.

Sample Topics: Stars, Planets, Plants, etc.

Provision for Student Testing: I give a take-home test, but a regular exam could be given. I evaluate their folders of work more than the test.

Student's Role: As researcher.

Scheduling and Grouping Patterns: Individual work except when they conduct experiments (Small groups of 2 or 3). Schedule-discuss and decide with class.

Facilities Required: Lots of resource material-lab equipment to do experiments.

PERSONNEL

Teacher's Role and Training Required: Role as resource person and a "guide."

Aide or Volunteer Involvement: Would be helpful but can be done without.

ADOPTION AND IMPLEMENTATION

Availability:

MATERIALS, EQUIPMENT, SERVICES, ETC.

Required Items	Quantity Needed	Source	Cost Per Item

Recommended Supplementary Items:

Budget Recommendations:

Sources for Further Information:

Evaluation Data: (Program Evaluation)

SUCCESSFUL EDUCATIONAL PRACTICES

Title of Educational Practice: Animated Film, Super 8.

Submitted by: Thomas E. Saad

Winslow
School

Tyngsborough, Mass.
Community

CONTEXT AND OBJECTIVES

Major Program Goals: (purpose of the educational practice)

Reading, a break-down on how to make a story.

Major Goals for Students:

To gain an understanding in story construction.

Target Audience: I.G.E.

Subject Area: Reading

Content Emphasis: Sequence, Simple Story

METHODOLOGY

Suggested Use: For an introduction to film and story construction.

Instructional Method: Film and Tape

Sample Topics:

Provision for Student Testing:

Student's Role: Written, produced, directed

Scheduling and Grouping Patterns: Small group

Facilities Required: Movie camera, lights, film

PERSONNEL

Teacher's Role and Training Required:

Aide or Volunteer Involvement: N/A

ADOPTION AND IMPLEMENTATION

Availability:

MATERIALS, EQUIPMENT, SERVICES, ETC.

Required Items	Quantity Needed	Source	Cost Per Item
Camera	1		
Lights			
Film			
Art supplies			

Recommended Supplementary Items: Slide Show

Budget Recommendations: $10.00

Sources for Further Information: Yellow Ball Workshop.

Evaluation Data: (Program Evaluation)

SUCCESSFUL EDUCATIONAL PRACTICES

Title of Educational Practice: "Mother Earth"

Slide show - music background.

Submitted by: Thomas E. Saad

Winslow School

Tyngsborough, Mass. Community

CONTEXT AND OBJECTIVES

Major Program Goals: (purpose of the educational practice)

Science/Ecology

Major Goals for Students:

To gain an understanding in ecology and multimedia visual literacy.

Target Audience: 6th-level science

Subject Area: Science

Content Emphasis: Ecology

METHODOLOGY

Suggested Use: Introduction or follow up to conservation

Instructional Method: Slide show - music. Produced by class.

Sample Topics: "Mother Earth" - Tom Rush, Sky-Sea, Rod McCuin

Provision for Student Testing: N/A

Student's Role: Produced and directed, research for pictures to go along with song or poem-music. Pictures can be drawn then copied.

Scheduling and Grouping Patterns: Large group.

Facilities Required: Slide copy stand, tape recorder or record player.

PERSONNEL

Teacher's Role and Training Required: Source of information, A-V knowledge.

Aide or Volunteer Involvement:

ADOPTION AND IMPLEMENTATION

Availability:

MATERIALS, EQUIPMENT, SERVICES, ETC.

Required Items	Quantity Needed	Source	Cost Per Item
Film	20 exposures		$1.50
Copy stand kit	1	B.U.-I.M.C.	
Record		Library	

Recommended Supplementary Items: Movie/Copy

Budget Recommendations: $10.00

Sources for Further Information: Library, Kodak Company

Evaluation Data: (Program Evaluation)

Submit to Miss O'Conner Feb. 26, Monday after vacation.

SUCCESSFUL EDUCATIONAL PRACTICES

Title of Educational Practice: Unit A - individualized reading - 7 year olds

Submitted by: Bonnie Sweatman a Charlotte Jettsch

McKay — Fitchburg
School — Community

CONTEXT AND OBJECTIVES

Major Program Goals: (purpose of the educational practice)

To provide reading instruction and activities that will meet the needs and interests of each child in the program.

Major Goals for Students:

Each child will 1) complete the assigned "minimal" mark designed by the teacher to meet the child's reading needs and 2/ select and complete reading activities of his own interest.

Target Audience: children not ready for this program, parents, other interested persons.

Subject Area: Reading

Content Emphasis: Individualized reading activities

METHODOLOGY

Suggested Use: Supplementary work with basal readers; aiding interest needs of gifted children; implementing the IGE process.

Instructional Method: indivudual with each child; grouping when 2 or more children have similar needs

Sample Topics:

Provision for Student Testing: teacher observation and personal judgement; future plans: self assessment form for pupil

Student's Role: Using time wisely to complete assigned work and selecting his own activities

Scheduling and Grouping Patterns: providing a block of time each day so that the child may work freely at his own rate; grouping children of similar needs for instruction

Facilities Required: a reading center and work area.

PERSONNEL

Teacher's Role and Training Required: teacher guides each through teadings and instructs when needed; should have knowledge of individualized reading methods and materials.

Aide or Volunteer Involvement: When provided, will work with child having a specific need; will listen and observe oral reading

ADOPTION AND IMPLEMENTATION

Availability: Many varied sources may be used to implement this program

MATERIALS, EQUIPMENT, SERVICES, ETC.

Required Items for our program	Quantity Needed	Source	Cost Per Item
A Basal Reading Series (used as a grade equivalent guide) Scholastic Readers Set			

Recommended Supplementary Items: Xedia Program, Record/Book Sets, varied basal readers.

Budget Recommendations:

Sources for Further Information:

Evaluation Data: (Program Evaluation)

SUCCESSFUL EDUCATIONAL PRACTICES

Title of Educational Practice: Individualized Math Program

Submitted by: Herman A. Parco

McKay Campus — School

Fitchburg State College — Community

CONTEXT AND OBJECTIVES

Major Program Goals: (purpose of the educational practice)

To enable independent work in math

Major Goals for Students:

Responsibility, self motivation

Target Audience: 8,9,10 year olds

Subject Area: Math

Content Emphasis: Basic math skills

METHODOLOGY

Suggested Use:

Instructional Method: None - self directing

Sample Topics: Add - Sub. Mult. Division etc.

Provision for Student Testing: Upon completion of pre-determined work blocks.

Post test

Student's Role: Self directed

Scheduling and Grouping Patterns: 140 pupils block scheduled into homogeneous groups.

Facilities Required: Nothing special

PERSONNEL

Teacher's Role and Training Required: Response person.

Aide or Volunteer Involvement: Resource person

ADOPTION AND IMPLEMENTATION

Availability: easy

MATERIALS, EQUIPMENT, SERVICES, ETC.

Required Items	Quantity Needed	Source	Cost Per Item
Addison Wesley Modern Math Series	20 grade 3 30 grade 4 20 grade 5	Addison Wesley Publishing Co.	$5.00 ???
Singer Math Kits	1 - AA 1 - BB 1 - CC	Random House	$50.00??
Moveable Cart	1		$60.00??

Recommended Supplementary Items: Math games

Budget Recommendations: 700 -

Sources for Further Information:

Evaluation Data: (Program Evaluation)

SUCCESSFUL EDUCATIONAL PRACTICES

Title of Educational Practice: Individualized Math Program

Submitted by: S.A. DeCicco - Unit D

McKay School — Fitchburg Community

CONTEXT AND OBJECTIVES

Major Program Goals: (purpose of the educational practice)

Allow for independent work, continuous progress

Major Goals for Students:

Responsibility for own work, promote self-motivation, independent work habits.

Target Audience: 10 - 12 year olds - Unit D

Subject Area: Math

Content Emphasis: Basic math skills

METHODOLOGY

Suggested Use:

Instructional Method: Individualized, self-directing

Sample Topics: basic math operations, graphing, fractions

Provision for Student Testing: post tests when completion of unit math area.

Pretest for placement

Student's Role: works independently at own rate.

Scheduling and Grouping Patterns: 142 students, block scheduling, heterageneous groups.

Facilities Required: bookshelves, file cabinet, large double room (not necessary)

PERSONNEL

Teacher's Role and Training Required: resource person for brief explanation

Aide or Volunteer Involvement: student teachers

ADOPTION AND IMPLEMENTATION

Availability: ?

MATERIALS, EQUIPMENT, SERVICES, ETC.

Required Items	Quantity Needed	Source	Cost Per Item
Math texts	30 grade 4 30 grade 5 30 grade 6	Addison Wesley	$5.00 ?
	30 grade 5	Silver Bardett	
Math kits	1AA 1BB 1CC	Singer Random House	$50.00 ?
Math games	as many as possible	purchased and teachers made.	

Recommended Supplementary Items: Games

Budget Recommendations: $700

Sources for Further Information: S.A. DeCicco - McKay

Evaluation Data: (Program Evaluation) ?

SUCCESSFUL EDUCATIONAL PRACTICES

Title of Educational Practice: Developing LAPS for the Word Attack Skills of the Wisconsin Design

Submitted by: Unit B

McKay
School

Fitchburg
Community

CONTEXT AND OBJECTIVES

Major Program Goals: (purpose of the educational practice)

Individualization of word attack skills

Major Goals for Students:

Mastery of various word attack skills using LAPS

Target Audience: children of Unit B

Subject Area: Reading

Content Emphasis: Word Attack

METHODOLOGY

Suggested Use: During the word attack skills scheduled periods

Instructional Method: Short introductory teaching period followed by use of LAP by children and teaching periods as showed by children's needs.

Sample Topics: Level B - short vowels

Provision for Student Testing: Pre-tests, post-tests of Wisconsin Design

Student's Role: Active learner teacher is a guide

Scheduling and Grouping Patterns: Small groups built upon pretested needs - rescheduled every 2/3 weeks

Facilities Required: Nothing special

PERSONNEL

Teacher's Role and Training Required: Instruction & advisor

Aide or Volunteer Involvement: -

ADOPTION AND IMPLEMENTATION

Availability: Daily

MATERIALS, EQUIPMENT, SERVICES, ETC.

Required Items	Quantity Needed	Source	Cost Per Item

Recommended Supplementary Items:

Budget Recommendations:

Sources for Further Information:

Evaluation Data: (Program Evaluation)

SUCCESSFUL EDUCATIONAL PRACTICES

Title of Educational Practice: Resource saturation - maximal media center usage.

Submitted by:

Shawsheen
School

Wilmington, Mass.
Community

CONTEXT AND OBJECTIVES

A. Major Program Goals: (purpose of the educational practice)
1. To create familiarity with, and enthusiasm for, all forms of(2) resources as an integral part - and extension - of the curriculums to provide abroad

A. Major Goals for Students:

1) To create familiarity with, and enthusiasm for, all forms of(2) resources as an integral part - and extension - of the curriculum; to provide abroad spectrum of resource materials to implement goal(1) on an individual basis, allowing for special interests, abilities, speed.

Target Audience: All students

Subject Area: All

Content Emphasis:

METHODOLOGY

Suggested Use: A Several exploratory sessions devoted go seeing, hearing, touching, expressing: (1) Tapes on many subjects are played aloud (2) slides are flashed continuously (3) high-interest book chapters are read aloud by specialist and students (4) Filmstrips are set up explaining the card catalog, media center

Instructional Method: organization skills, different types of reference materials (5) a slide program produced in-house is presented on several levels showing students using the center and its resources. B Self-evolving groups discuss areas explored, their value and application to classroom and personal needs: (1) short and long

Sample Topics: and long-term goals are developed (2) students help each other internalize the value of varied resources and methods of extracting them for usage

Provision for Student Testing: (a student assistance approach) (3) materials are now accessed only through call numbers gained from the card catalog. Motivated to locate and use materials to which students have been exposed, each develops a working knowledge & usage of mutli-media, the card catalog & media center organization.

Student's Role: The involvement is active rather than passive since it requires pre-thought to determine where and how to begin the search for desired materials.

Problem areas are detected and corrected in the searching process on an individual or small group basis - providing a built-in testing process. C. Individual contracts are extracted based on the ground work developed in A. and B. above: I. Contests are run providing clues to various topics which require reference materials and research. (2) Research projects are assigned by teachers and specialists encouraging mixed-media resources, with a variety of materials provided for reporting; e.g. student-made filmstrips or slides, cassettes for taping, bulletin board space for several sessions, materials and display area for mobiles, models, diorama, or development of games which when viewed or played by a group, will reveal the gathered research information. (3) Reporting in some manner is also encouraged for personal interest, enrichment projects which are student determined.

Scheduling and Grouping Patterns: Class groups of approx. is attend regularly for 30 minutes each week. In addition, individuals and small groups utilize the center for special projects and clubs.

Facilities Required: A large room with areas allowing for several small groups and individual work.

PERSONNEL

Teacher's Role and Training Required: Primarily a guide and resource person.

Aide or Volunteer Involvement: absolutely essential

ADOPTION AND IMPLEMENTATION

Availability:

MATERIALS, EQUIPMENT, SERVICES, ETC.

Required Items	Quantity Needed	Source	Cost Per Item

A well rounded book collection covering curriculum and interest needs. Items well above and below the elementary school range to provide incentive and exposure at the higher levels and means for fulfillment and growth at the lower ones.

Sufficient hardware to satisfy the media needs of a class unit as described above.

A thoroughly diversified soft-wear media collection; 40 to 50 indexed periodicals; materials for students to develop their own media.

Recommended Supplementary Items:

Budget Recommendations: An initial investment of approx. $12,000 and a per annum figure of 10.00 per pupil

Sources for Further Information:

Evaluation Data: (Program Evaluation)